

The Montana Behavioral Initiative

*An Introduction to
MBI*



BEHAVIORAL EXPECTATIONS

✓ BE RESPONSIBLE

- Make yourself comfortable
- Take care of your needs

✓ BE RESPECTFUL

- Turn cell phones, beepers, and pagers "off" or to "vibrate"
- Listen when others are talking



PRESENTATION GOALS

- ✓ **Help you** to understand MBI
- ✓ **Motivate you** to commit to this philosophy and direction
- ✓ **Challenge you** to implement this process in your educational setting





WHY... A BEHAVIORAL INITIATIVE IN MONTANA?

ALL children deserve the
opportunity to grow up in
schools and communities that
support them in making healthy
choices



MISSION STATEMENT

The Montana Behavioral Initiative (MBI) assists educators, parents, and other community members in developing the **attitudes, skills** and **systems** necessary to ensure that each student, regardless of ability or disability, leaves public education and enters the community with social and academic competence.

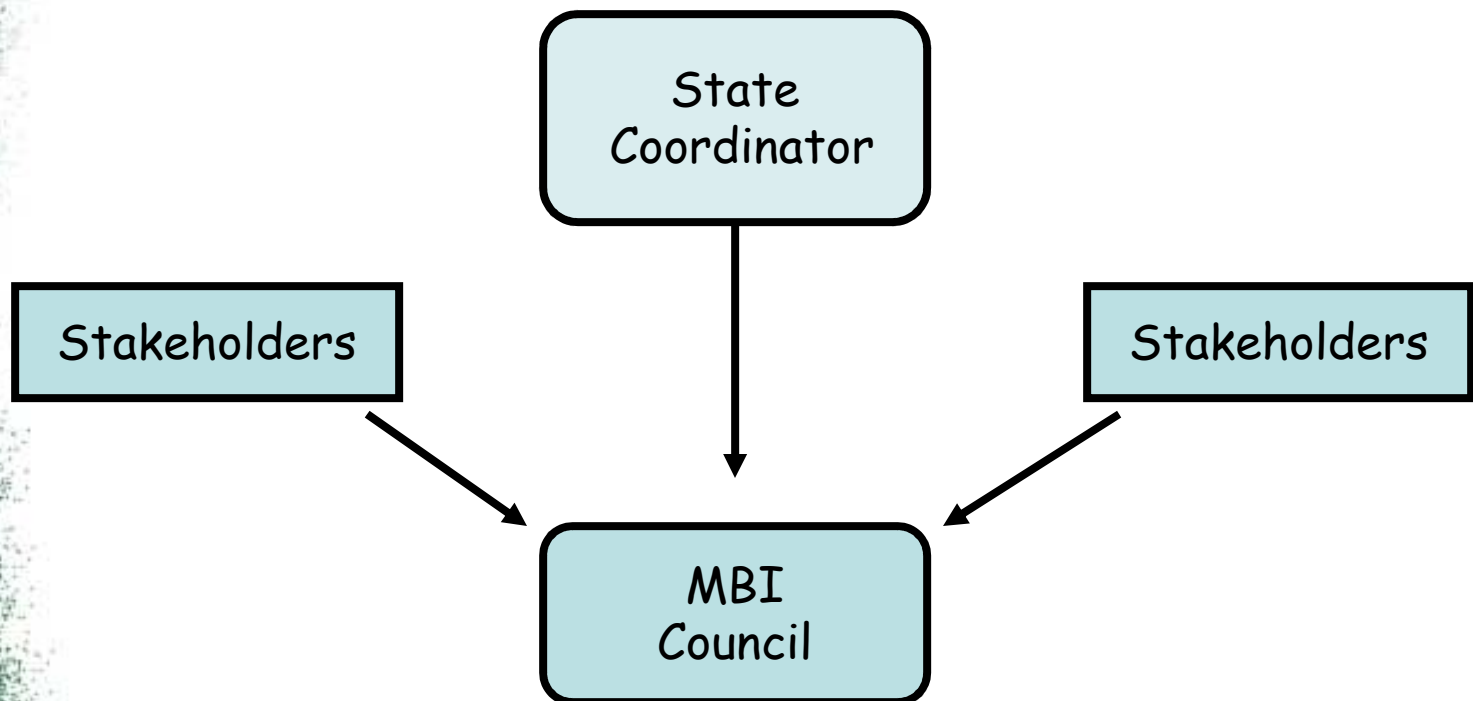
WHAT...

...is the Montana Behavioral Initiative?





The Montana Behavioral Initiative is a content based **staff development philosophy and process** designed to meet students' diverse and complex social, emotional, behavioral, and academic needs.





A PHILOSOPHY....

BELIEF
STATEMENTS



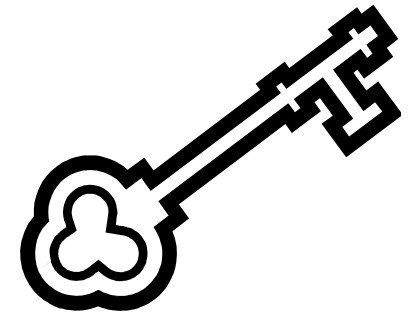
MBI BELIEF STATEMENTS

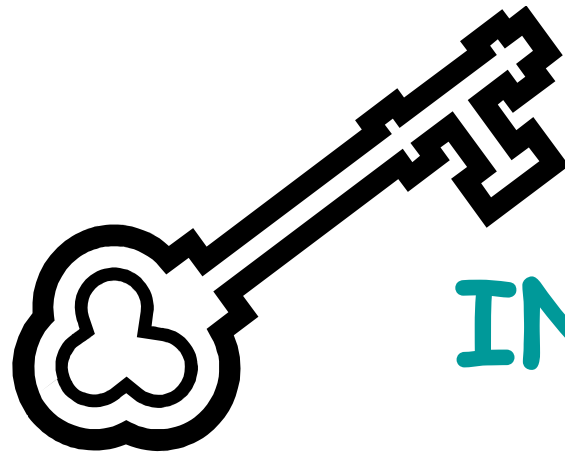
- Students should be taught all the skills necessary for success: academic, social, emotional and behavioral.
- Schools are places where students can learn and practice positive interpersonal, cross-cultural and citizenship skills.
- A caring school climate and positive relationships between students and staff are critical to student success and provide an environment where academics flourish.
- Schools are places where youth have access to many significant adults to help them feel collectively and individually valued.
- Schools and communities must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members.
- All students are entitled to be treated with dignity and respect.
- Successful schools gather and use a variety of information to improve teaching and learning.
- Effective use of a team approach involving all school staff working together provides a consistency which enhances student success.
- Positive, proactive and preventative efforts of schools and communities can create a school climate free of stereotyping, harassment and violence—filled with a concern for justice and fairness.

A PROCESS....



KEY
INDICATORS



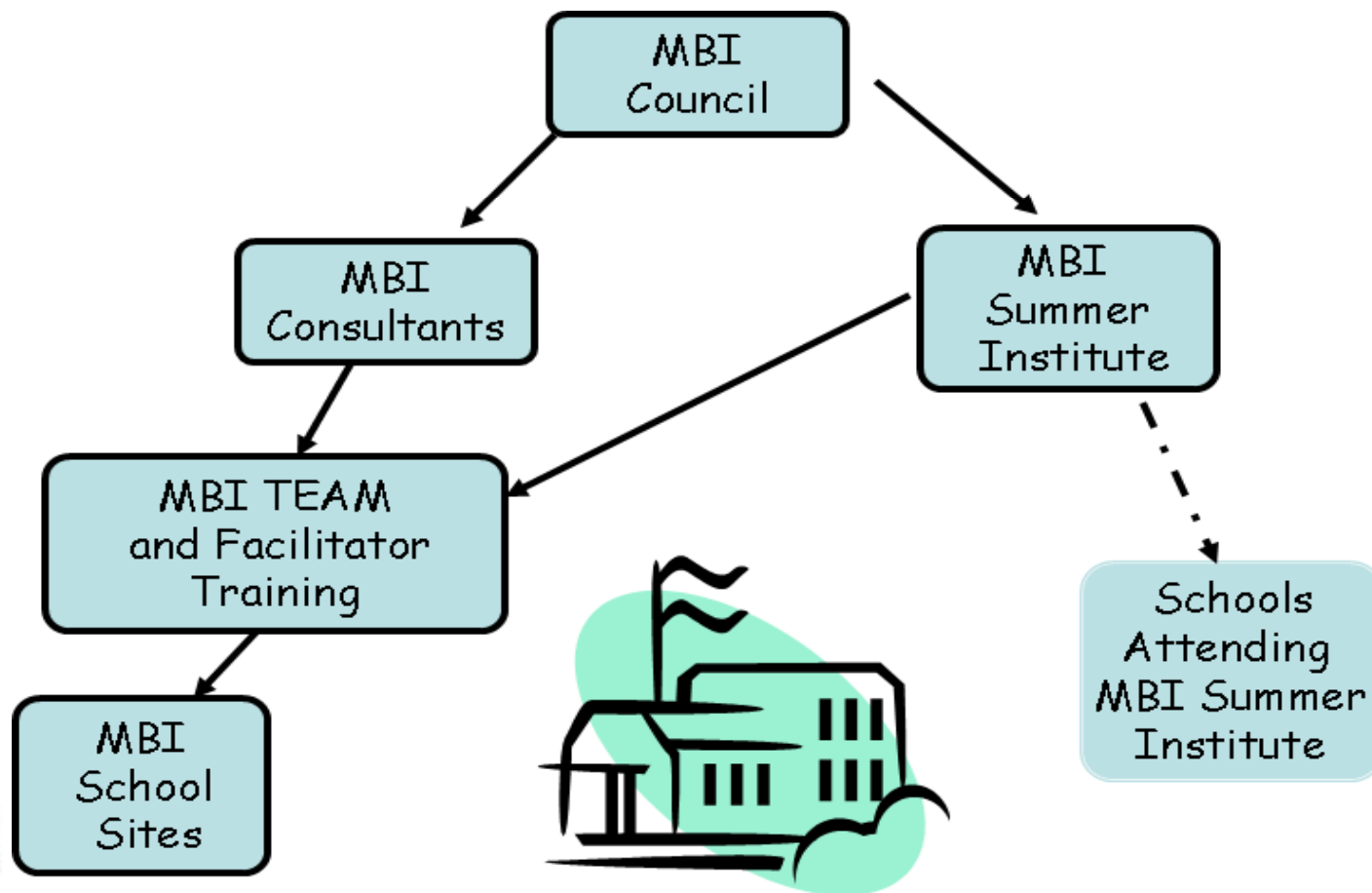


MBI KEY INDICATORS

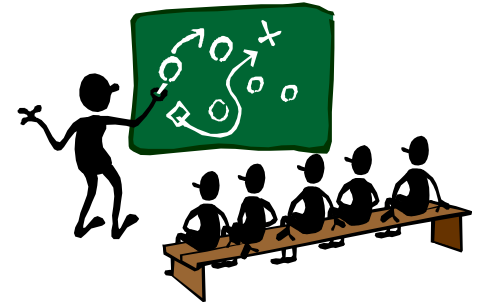
- MBI Training
- MBI Team Process
- Proactive Support Systems
(Best Practices)
- Evaluation Process
(Data-Based Decision
Making)
- Community Process

MBI TRAINING GOAL

To increase the awareness of effective school and early childhood site practices



MBI TRAINING OPPORTUNITIES



- MBI Summer Institute
- Regional, District and Site Training
 - MBI Team Trainings
 - 5 CSPD Regions
 - MBI Facilitator Training
 - On-Site Consultation/Training
- MBI Youth Days



MBI TEAM PROCESS GOAL

To increase and improve the use of team process in educational decision-making and in addressing issues concerning our youth

- MBI Team Established and Trained
 - Trained Facilitator
- Representative Involvement
- Regularly Scheduled Meetings and Effective Operating Procedures
- Administrative Commitment and Active Participation



MBI EVALUATION PROCESS GOAL

To increase awareness regarding the value and use of *data-based decision-making* in education

- A school data collection system is in place and is being used by the MBI Team to facilitate data-based decision making
- MBI team develops written data- based goals and action plans that utilize research-based strategies
- Progress is monitored using the **MBI Blueprint** and **MBI Quarterly Report**
- Schools participate in the **SET** (School-wide Evaluation Tool), **TIC** (Team Implementation Checklist) , **EBS** (Effective Behavior Support Survey) and the **SSARB** (Safe Schools Assessment and Resource Bank)

SAFE SCHOOLS ASSESSMENT AND RESOURCE BANK (SSARB)

- Research-based survey to assess the overall safety climate of the school
 - Topics include: PBS, conflict resolution, academic engagement, weapons, mental health services, crisis preparedness, safe environment, etc.
- Based on perceptions from students and parents
- Quick, easy, confidential, free
- Accessible year round
- Data compiled for you - results accessible online
- Customizable - can add up to 50 questions of your own choosing
- Linked to resources
- Contact: Amy Foster Wolferman, 243-5417, amy.fosterwolferman@mso.umt.edu



MBI COMMUNITY PROCESS GOAL

To foster the belief that the education of today's youth is a community responsibility

- Promote and facilitate community awareness of and involvement in MBI
- Create family-community-school partnerships

- Parenting
- Communications
- Volunteering
- Learning at Home
- Governance and Advocacy
- Community Collaboration/Outreach



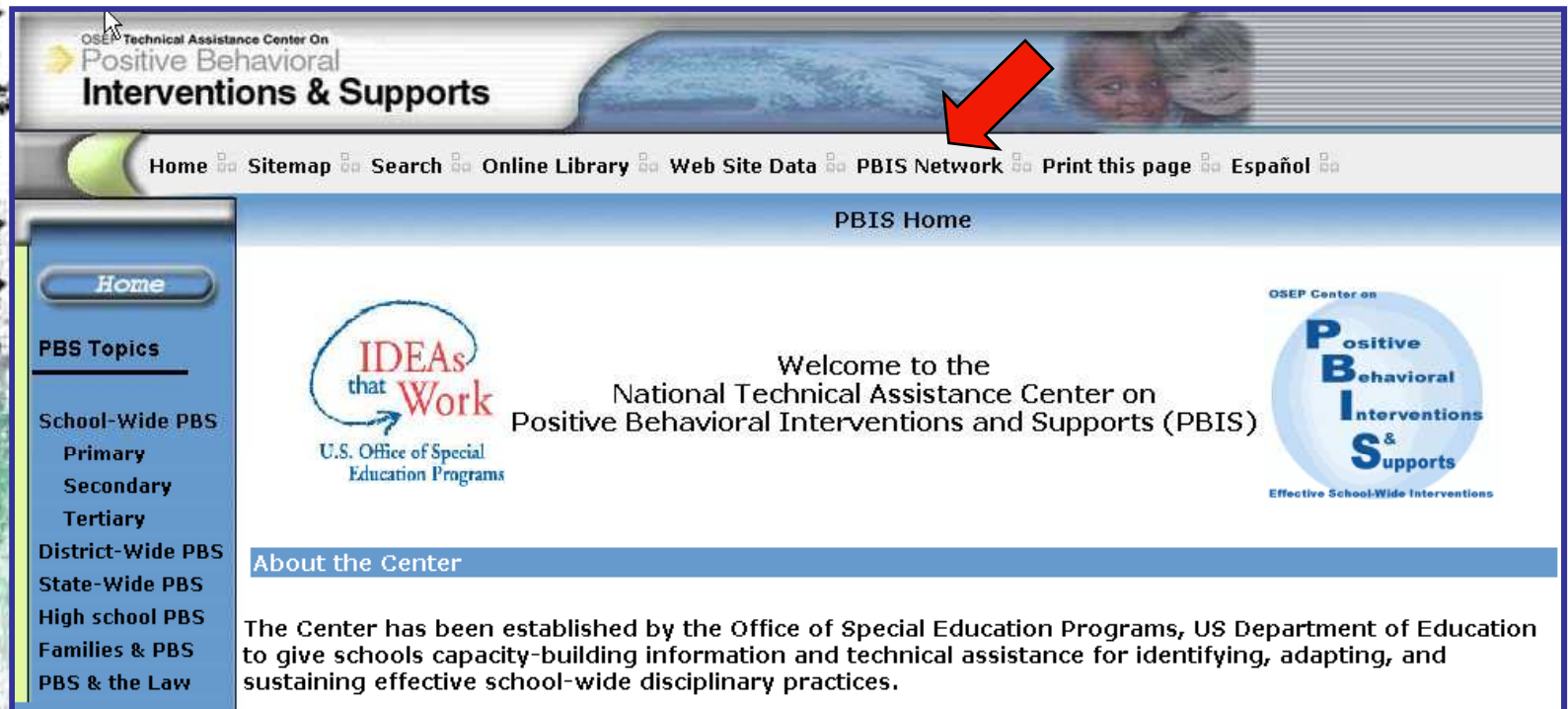
PROACTIVE SUPPORT SYSTEMS USING BEST PRACTICE GOAL

To support the implementation of best practices procedures in Montana's schools and foster beliefs which hold that all children are valued and that positive approaches produce the most satisfying results

Research-
Based Supports
and
Interventions



PART OF THE BIG PICTURE...



OSEP Technical Assistance Center On
Positive Behavioral Interventions & Supports

Home Sitemap Search Online Library Web Site Data **PBIS Network** Print this page Español

PBIS Home

Home

PBS Topics

- School-Wide PBS
 - Primary
 - Secondary
 - Tertiary
- District-Wide PBS
- State-Wide PBS
- High school PBS
- Families & PBS
- PBS & the Law


IDEAs that Work
U.S. Office of Special Education Programs

Welcome to the
National Technical Assistance Center on
Positive Behavioral Interventions and Supports (PBIS)

OSEP Center on
Positive Behavioral Interventions & Supports
Effective School-Wide Interventions

About the Center

The Center has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

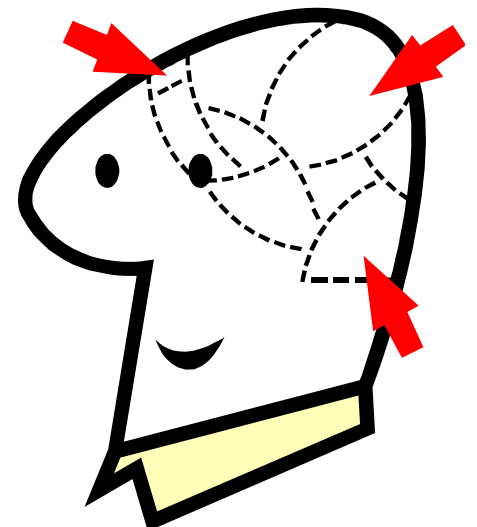
State	PBIS Partner	State Contact	Contact Information
Montana* 	Carol Massanari, Tim Lewis ,	Susan Bailey-Anderson	Susan Bailey-Anderson MBI (Montana Behavioral Initiative) Coordinator 406-444-2046 PO Box 202501 Office of Public Instruction Helena, Montana 59620-2051 sbanderson@mt.gov

STRATEGY IS

- a style of thinking,
- a conscious and deliberate process,
- an intensive implementation system
- the science of ensuring FUTURE SUCCESS

WORKING SMARTER, NOT HARDER

- ✓ Research-based Best Practices



BEST PRACTICE: Designing School-Wide Systems for Student Success

ACADEMIC SYSTEMS

INDIVIDUAL INTERVENTIONS

- Assessment- based
- High intensity

5%

TARGETED GROUP INTERVENTIONS

- Some students (at-risk)
- High efficiency
- Rapid response

15%

UNIVERSAL INTERVENTIONS

- All students
- Preventive, proactive

80%

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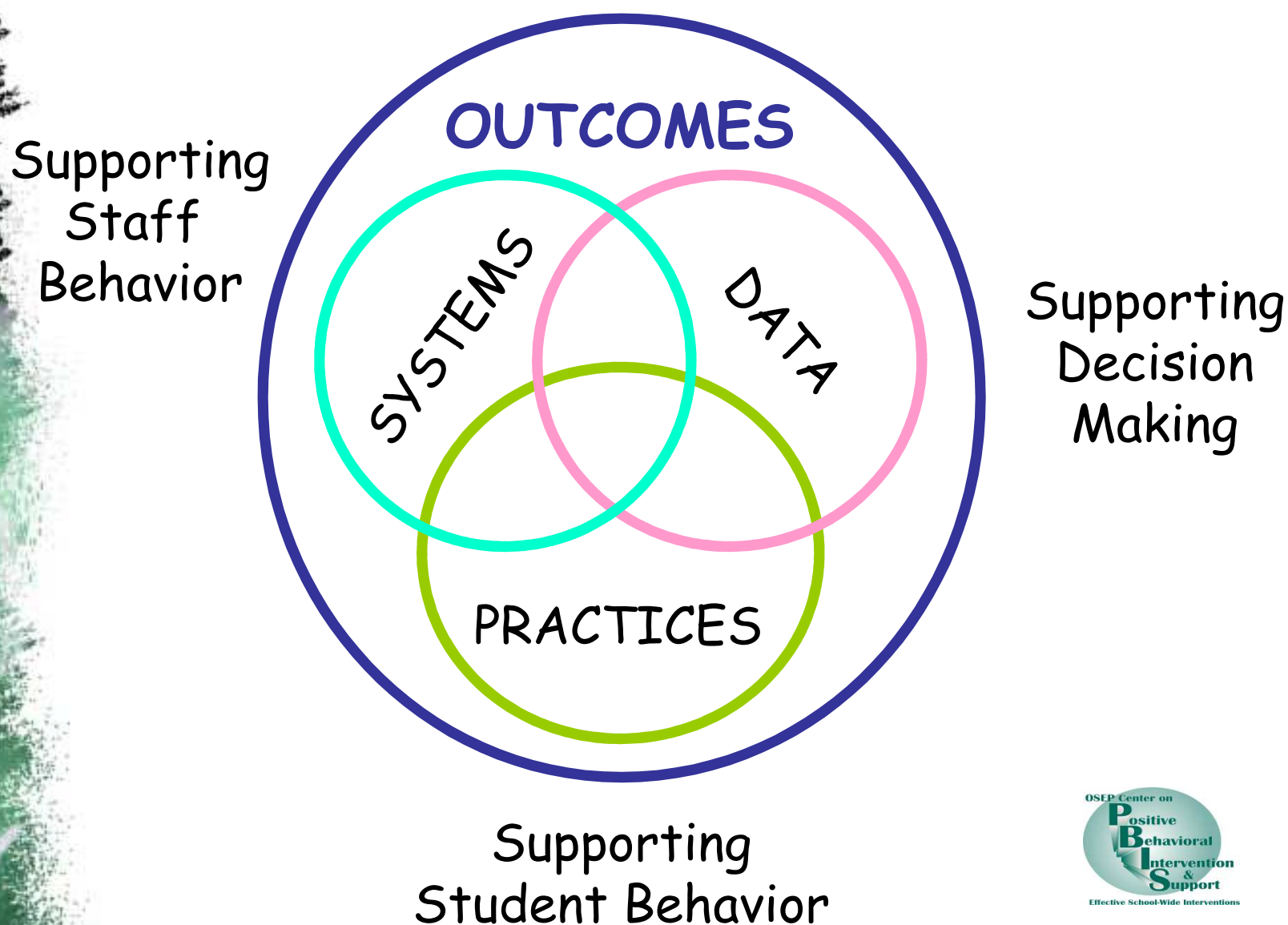
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BEST PRACTICE: Supporting Social Competence and Academic Achievement

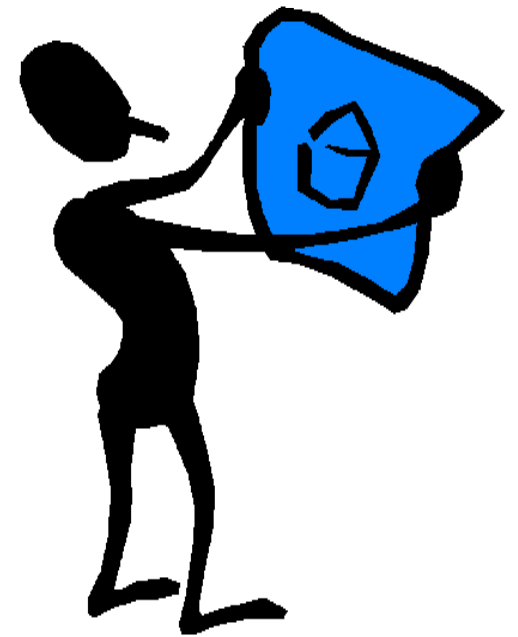


TOOLS FOR SUCCESSFUL STRATEGIES



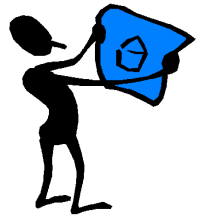
MBI BLUEPRINT

- Planning
- Implementation
- Evaluation



SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT:

A little review....



- 3-5 positively stated **school-wide behavior guidelines** are **defined and posted** in all areas of building
- School site has developed a **school-wide teaching matrix** containing clearly defined behavior expectations that relate to the school-wide guidelines
- **Formal lesson plans** or other strategies are currently used to teach guidelines, procedures and routines
- Guidelines and expected behaviors are directly taught/reviewed **throughout the school year** in all classrooms and all settings and **opportunities are provided for practice**
- School site currently has an established **system for rewarding/recognizing appropriate student behavior**
- **Clearly defined and consistent consequences and procedures for undesirable behaviors** are in place

MBI ADDS SOME SCHOOL-WIDE PIECES

- Climate Building
- Bully-Proofing
 - (Blended with PBIS)
- Sportsmanship
- Nutrition and Health Enhancement
- Drug and Alcohol Prevention
- Service Learning
- Protective Factors Enhancement
 - Search Institute
 - 40 Developmental Assets
- Crisis Management



MBI ADDS SOME CLASSROOM PIECES

- Classroom Climate and Community Building
 - Class Meetings
 - Peer Tutoring
 - Conflict Management



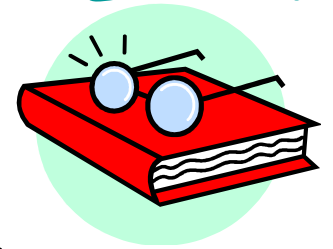
EARLY CHILDHOOD MBI



- 6 early childhood pilot sites 2005-06 school year
 - Head Starts, childcare centers, and preschools - including special education sites
- Added 3 early childhood sites during the 2006-07 school year and 3 more during the 2007-08 school year

It's never too early to begin positive behavioral supports!

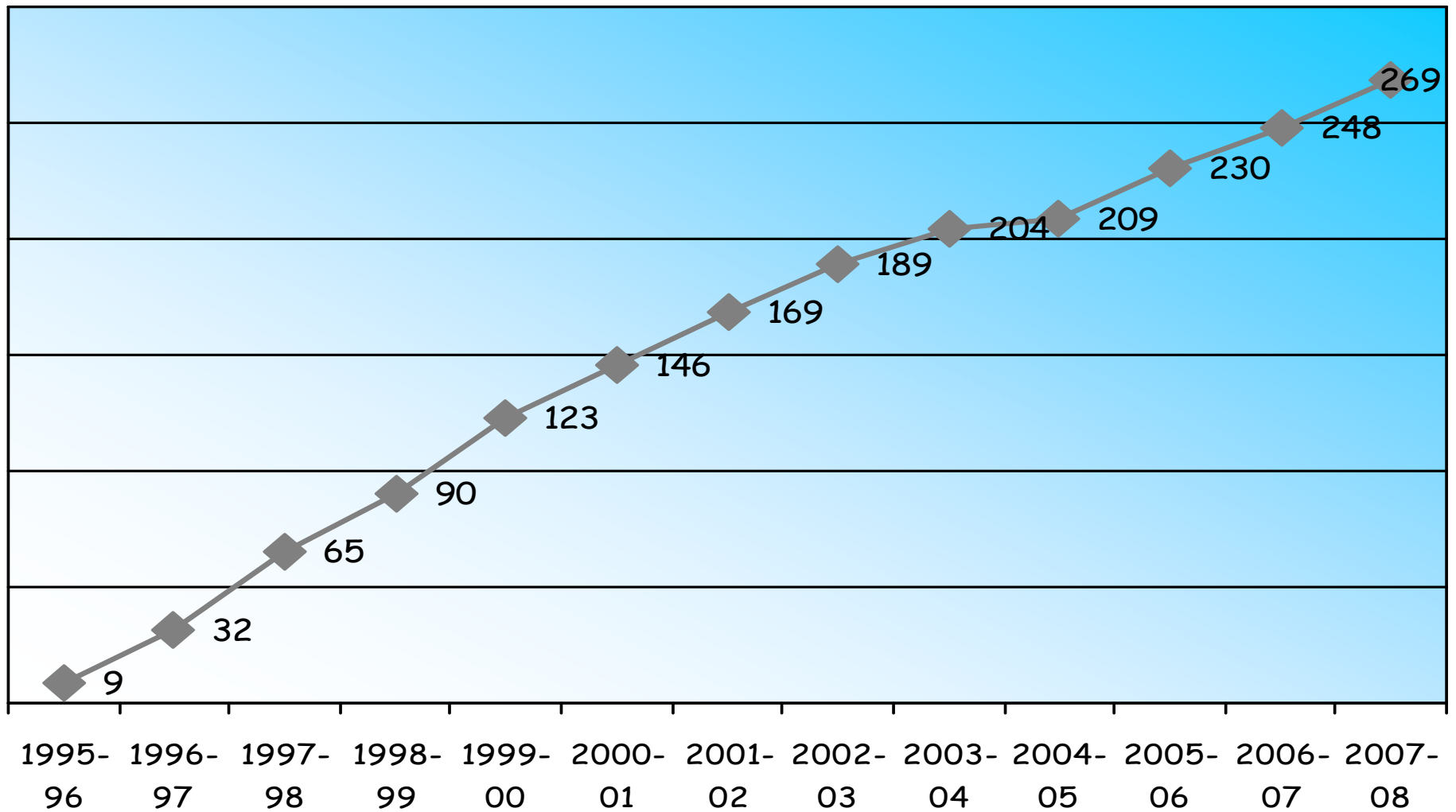
What Do MBI Proactive Support Strategies Look Like?



- Data- and team-based action planning and implementation are operating
- Administrators are active participants
- Strategies are researched-based
- Positive adult-to-student interactions exceed negative
- >80% of students can tell you what is expected of them and give behavioral examples because they have been taught, actively supervised, practiced, and acknowledged
- Function based behavior support is the foundation for addressing problem behavior
- Full continuum of support is available to all students



MBI SITES





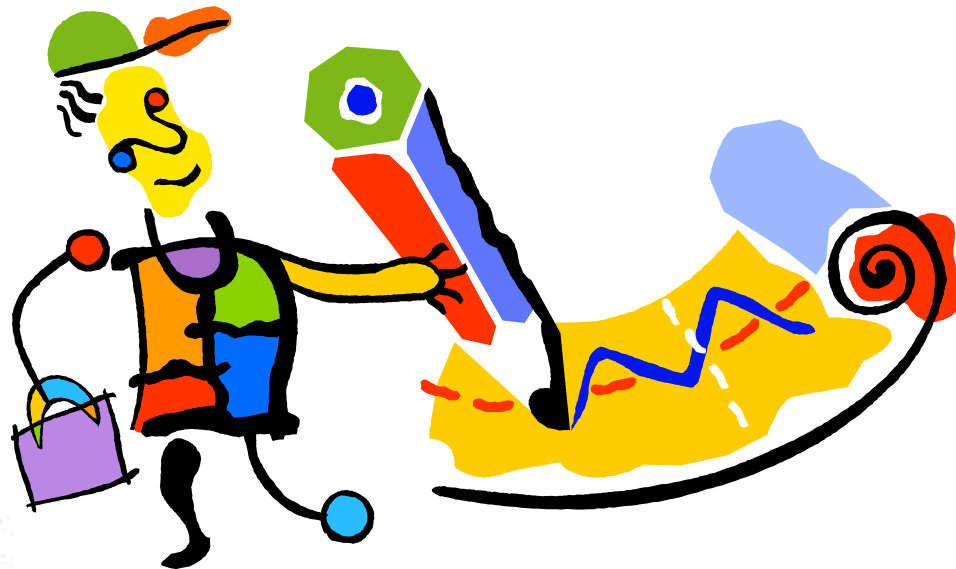
LINKING SCHOOL CLIMATE TO LEARNING...

“...There is little reason to believe that changes in curriculum or instructional practices will have any effect on academic performance until kids feel safe and respected at school.”

Dell Elliott, Director of the Center for the Study and Prevention of Violence—as quoted in The Challenge (A Publication of the Office of Safe and Drug-Free Schools) 2007

BACK TO THE BELIEF STATEMENTS... BELIEVING BY ITSELF ISN'T ENOUGH

Turning BELIEVING into.....



GETTING THE JOB DONE

BELIEF STATEMENT ACTIVITY

"OPERATIONALIZING"
OUR
BELIEFS...

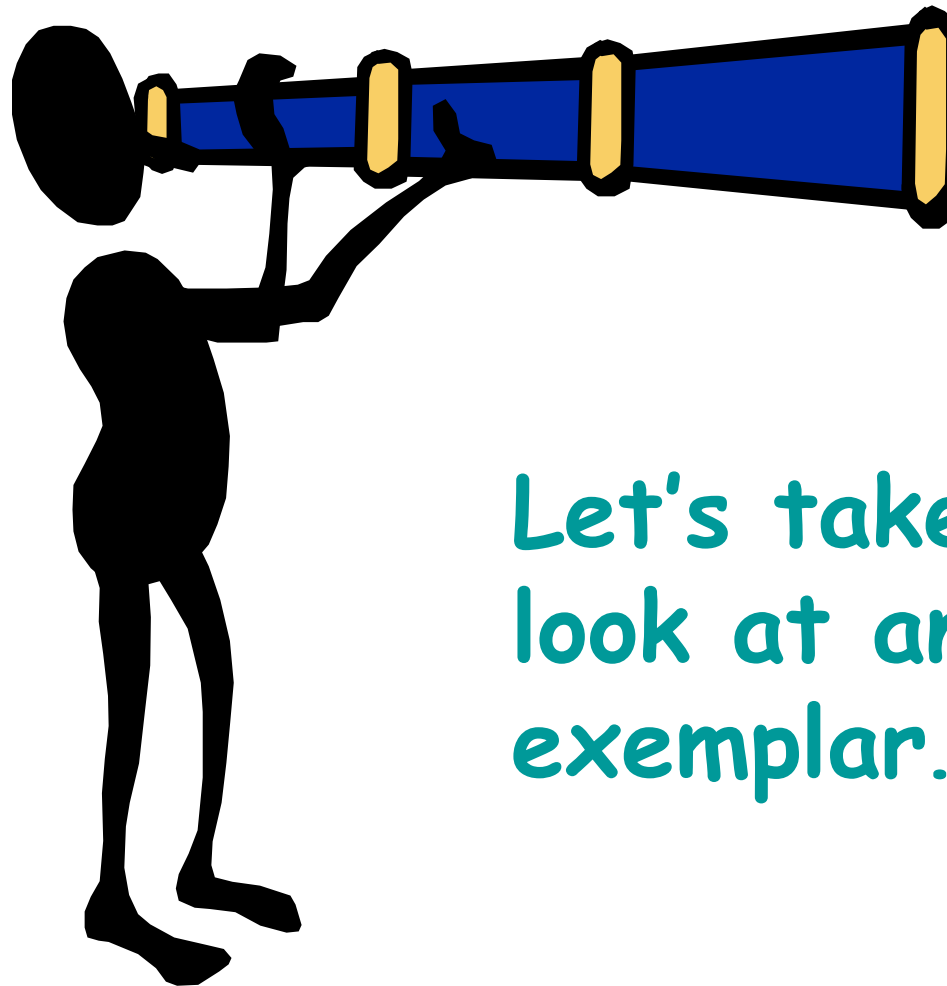




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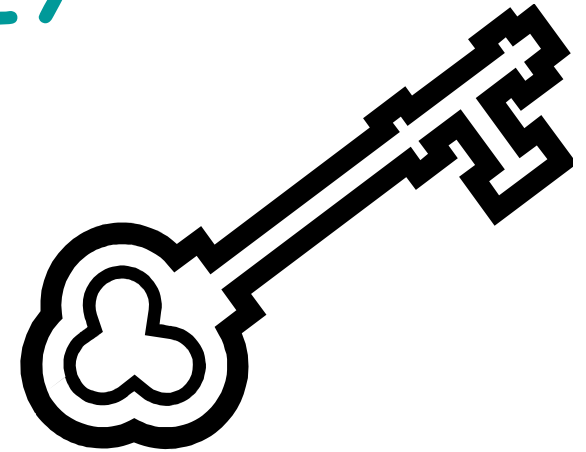
TAKING IT OUT OF
"RESEARCH" AND INTO THE
"REAL WORLD"...



Let's take a
look at an
exemplar...



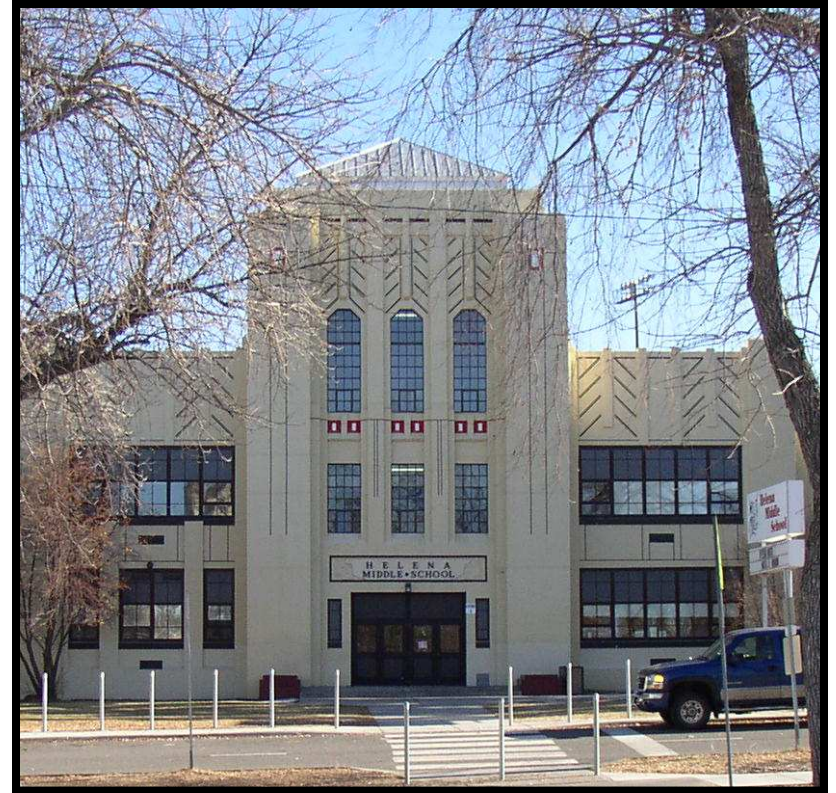
REMEMBER THE KEY INDICATORS?



- MBI Training
- MBI Team Process
- Proactive Support Systems
(Best Practices)
- Evaluation Process
(Data-Based Decision Making)
- Community Process



MBI at HMS



What does it look like?

JUST A REMINDER...
although there are commonalities...

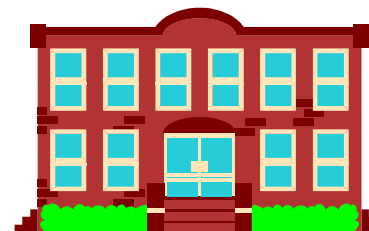


MBI IS SITE-BASED...

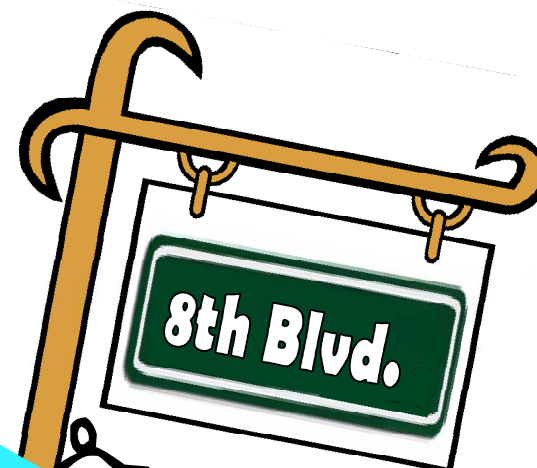
Using data-based decision
making to determine what
works with **your** school, **your**
staff, **your** students, **your**
parents and **your** community



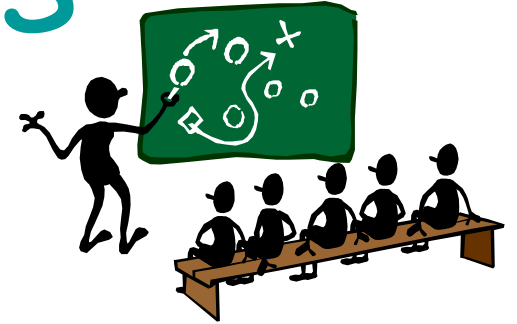
HMS COMMUNITY



GRADE-LEVEL NEIGHBORHOODS



TRAINING PROCESS



✓ MBI Summer Institute

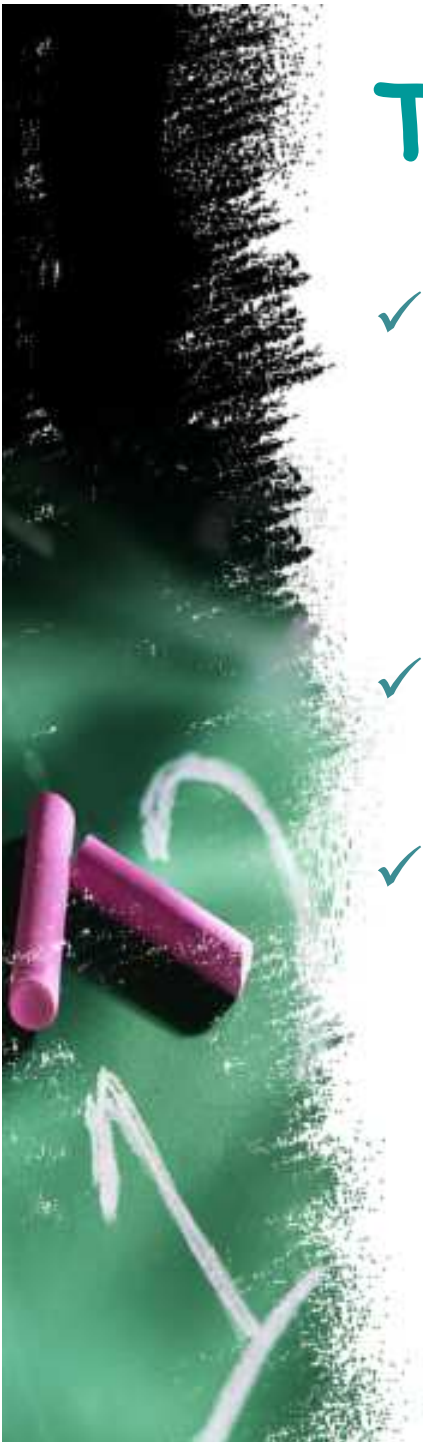
- 17 Staff members this year
- 19 in all (40 over last 10 years)
- Administrator on MBI Council

✓ Facilitator Training

- 4 Staff members

✓ District and Building Level:

- Foundations....Randy Sprick
- Search Institute....40 Developmental Assets
 - ✓ Take a Second, Make a Difference
 - ✓ Change of Heart
- Positive Behavior Interventions and Support (PBIS)...
Tim Lewis and Lori Newcomer
University of Missouri



TEAM PROCESS



- ✓ ADMINISTRATIVE COMMITMENT AND ACTIVE INVOLVEMENT
- ✓ REPRESENTATIVE
- ✓ ESTABLISHED MEETING TIMES
- ✓ USING A CONSENSUS APPROACH
- ✓ WORKING TOWARD A COMMON VISION

BEING OUR BEST

HELENA
MIDDLE
SCHOOL



Creating a safe and positive learning
environment that allows all students to
succeed by giving them opportunities to
be their best



WORKING SMARTER...NOT HARDER

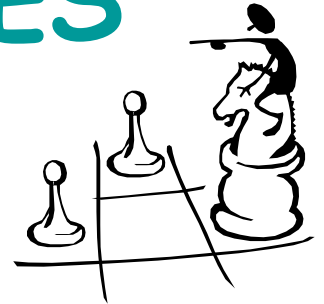
BOB LEADERSHIP TEAM—Composed of BOB Chairs

- BOB Lessons Committee
- BOB's Assistance Team
- BOB PAK Committee
- Nutrition and Health Committee
- Community Outreach Project
- MBI Youth Day Project
- WEB (Welcome EveryBody) Project
- Asset Building/Change of Heart Project
- Common Areas Committee
- Alternative Lunch Project
- Newcomer's Club Project
- Student Council Liaison
- BOB's Hollywood Team
- Data Project



PROACTIVE STRATEGIES

Best Practice... Researched-Based



TEACH THE EXPECTED BEHAVIOR

Academic Systems

Behavioral Systems

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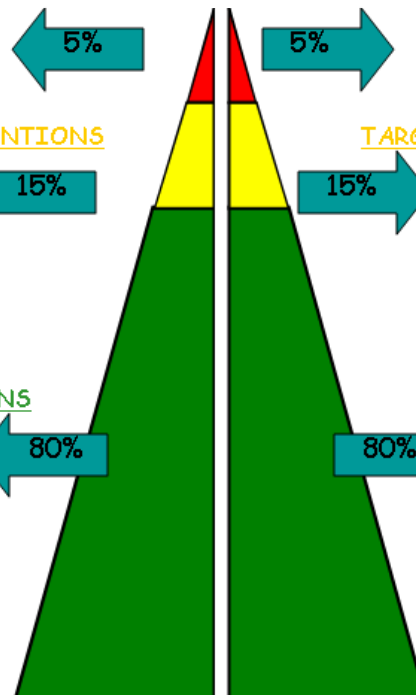
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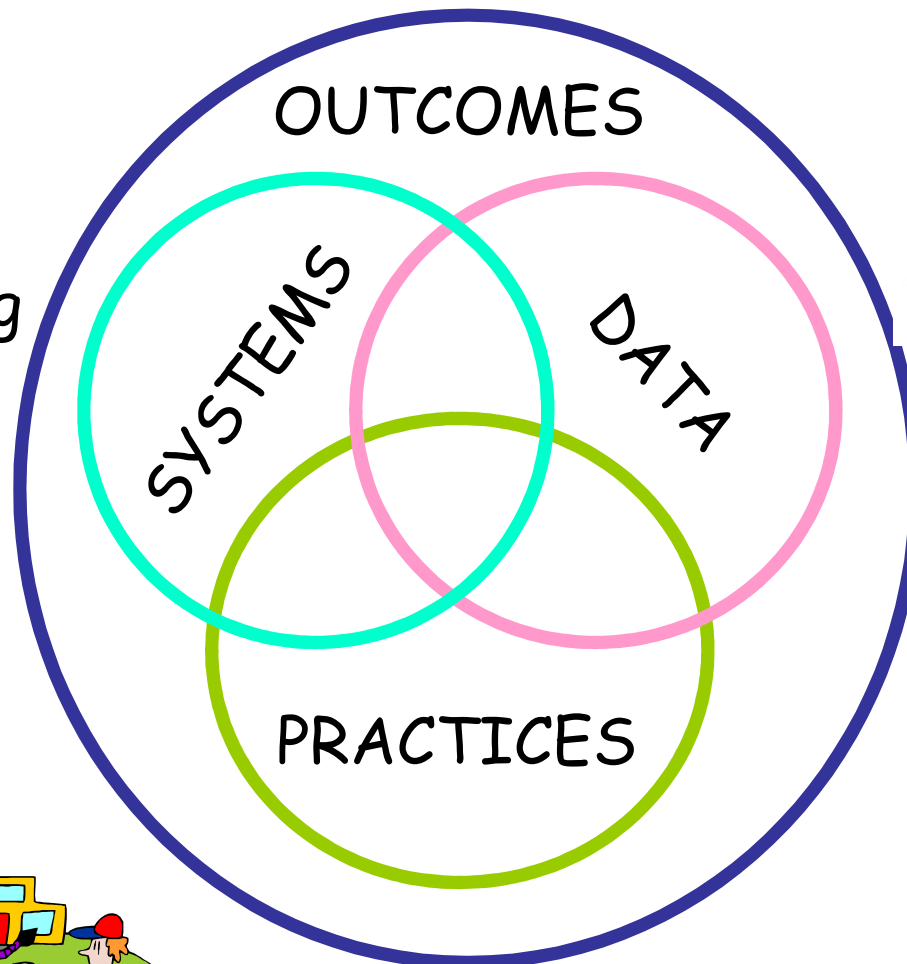
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REMEMBER THOSE CIRCLES?



Supporting
Staff
Behavior



Supporting
Decision
Making



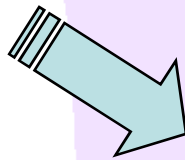
Supporting
Student Behavior

THINK OF IT LIKE THIS...

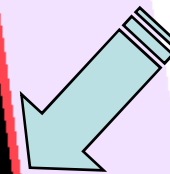
OUTCOMES



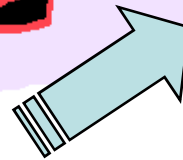
DATA



PRACTICES



SYSTEMS



BEING OUR BEST AT HMS

EXPECTATIONS FOR THE HELENA MIDDLE SCHOOL COMMUNITY

- PAW BE SAFE
- PAW BE RESPONSIBLE
- PAW BE RESPECTFUL
- PAW BE A LEARNER



BOBCAT BEHAVIORS

Be your best
Offer support
Be responsible
Cooperate
Always follow directions
Treat others with respect
Smile



BEING OUR BEST AT HMS

EXPECTATIONS FOR THE HELENA MIDDLE SCHOOL COMMUNITY

- PAW BE SAFE
- PAW BE RESPONSIBLE
- PAW BE RESPECTFUL
- PAW BE A LEARNER




OUR BOBCAT BEHAVIORS ARE THE FRAMEWORK...

School Climate...

School
Improvement
Planning...

The Way HMS
Does Business





Helena Middle School will create a positive and safe learning environment by using the systems approach of school-wide behavioral support to establish the type of learning community needed for all children to achieve both social and academic success. HMS Community Expectations will be defined as **BE SAFE, BE RESPONSIBLE, BE RESPECTFUL, BE A LEARNER**

This systems approach, as defined by the Montana Behavioral Initiative, will focus of the following core elements:

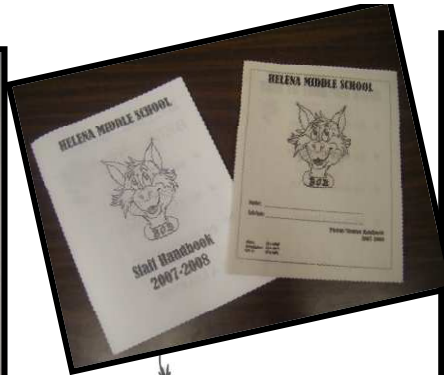
- 🐾 Effective use of a team approach
- 🐾 Behavioral expectations defined, taught, reviewed and practiced
- 🐾 Continuum of consequences (reinforcers, rewards) for appropriate behavior
- 🐾 Continuum of consequences for problem behavior
- 🐾 Continuous monitoring, collection, and use of data for decision-making

High Visibility: BOB is EVERYWHERE !

- ❑ The “science” of advertising...

Using a logo grabs attention without verbal processing, but links the image to the behaviors









THE TEACHING MATRIX

- ✓ Defines what the 3-5 “rules” look like in the common areas of the school
- ✓ Becomes “The Behavior Curriculum” in the building
- ✓ Gives examples
- ✓ Keeps expectations positive

EXPECTATIONS FOR THE HMS COMMUNITY



	SCHOOLWIDE	CLASSROOM	HALLWAYS	BOBCAT CAFÉ AND THE PATIO	OUTSIDE	AUDITORIUM	BATHROOMS
BE SAFE 	<ul style="list-style-type: none"> -Know and follow emergency procedures -Keep hands, feet and objects to yourself -Keep cell phones and electronic devices turned off and in your locker during school 	<ul style="list-style-type: none"> -Know the evacuation routes and meeting places -Move appropriately in the classroom -Handle all classroom equipment and materials properly and carefully 	<ul style="list-style-type: none"> -Walk -Keep to the right -Allow traffic to flow -Avoid physical contact 	<ul style="list-style-type: none"> -Wait for permission to be dismissed 	<ul style="list-style-type: none"> -Stay on campus -Avoid inappropriate physical contact and rough play 	<ul style="list-style-type: none"> -Enter and exit the auditorium in an orderly way 	<ul style="list-style-type: none"> -Wash hands with soap and water
BE RESPONSIBLE	<ul style="list-style-type: none"> -Make good choices -Be truthful -Own your behavior -Admit mistakes -Be a good role model -Follow through on your commitments -Report observed dangerous and inappropriate behavior to an adult 	<ul style="list-style-type: none"> -Bring all of the materials you need to class with you -Listen carefully and follow all directions -Complete and turn in all assignments on time -Check for what you missed when you were absent and complete the make-up work 	<ul style="list-style-type: none"> -Carry a hall pass when in the hall during class time -Get where you need to be in a timely manner -Keep our halls and your locker clean 	<ul style="list-style-type: none"> -Clean up the area around you 	<ul style="list-style-type: none"> -Consume food and drinks only in the BOBCAT CAFÉ or on THE PATIO -Enter the building through your designated door -Return equipment in good condition 	<ul style="list-style-type: none"> -Keep food, drinks and gum out of the auditorium -Sit in your designated area. -Fold your chair seat up when leaving your aisle 	<ul style="list-style-type: none"> -Follow sign-out procedures -Keep our bathrooms neat and clean
BE RESPECTFUL	<ul style="list-style-type: none"> -Treat others the way you want to be treated -Honor others' personal space and boundaries -Use appropriate language -Stop the spreading of rumors and gossip -Comply with adult requests 	<ul style="list-style-type: none"> -Speak politely to your teachers and classmates -Allow others to speak without interruption -Cooperate and work well with others 	<ul style="list-style-type: none"> -Monitor your voice level -Remove your headgear when entering the building 	<ul style="list-style-type: none"> -Make sure no one eats alone 	<ul style="list-style-type: none"> -Show tolerance for others' differences -Include others in activities 	<ul style="list-style-type: none"> -Treat all speakers and performers with courtesy -Be quiet during presentations and performances 	<ul style="list-style-type: none"> -Allow for the privacy of others
BE A LEARNER	<ul style="list-style-type: none"> -Recognize and appreciate the value of education 	<ul style="list-style-type: none"> -Be on time and ready to learn -Give full effort -Stay on task -Participate -Ask for help if you need it 	<ul style="list-style-type: none"> -Travel our halls quietly so as not to disrupt the learning in other classes 	<ul style="list-style-type: none"> -Make healthy and nutritious food choices 	<ul style="list-style-type: none"> -Be active... get some exercise -Exit and enter the building quietly so as not to disrupt the learning in other classes 	<ul style="list-style-type: none"> -Listen to and learn from the presentation or performance 	<ul style="list-style-type: none"> -Return to class promptly 

STAFF EXPECTATIONS

BE SAFE

To promote a safe and positive school climate, staff will

- 🐾 Supervise students and reinforce community expectations in the hallways and other common areas.
- 🐾 Monitor common areas and rest rooms.
- 🐾 Be familiar with current crisis and safety procedures.

BE RESPONSIBLE

- 🐾 We will respect and adhere to deadlines.
- 🐾 We will attend and participate in staff meetings.

BE RESPECTFUL

- 🐾 Open communication within the building is the key to working together.

BE A LEARNER

- 🐾 Effective educators put students at the forefront and develop strategies that foster educational opportunities.



TEACH, REVIEW, PRACTICE

BOB Lesson Committee



Written Lesson Plans

- Activity-based as possible
- Age appropriate
- Created...not canned
- ALL materials provided

BOB Time



✓ EVERY TUESDAY

- During BOBCAT Time (Advisor)
- 20 minutes
- School-wide
- Involves all staff
 - ✓ Consistency
 - ✓ Common Language
 - ✓ "Best Practice"

CALENDAR

DATE	SEMESTER 1 LESSON PLAN TOPICS FIRST QUARTER		RESPONSIBLE PARTY
Sept. 4	BE SAFE: Evacuation Drill		Counseling Center
11	MATRIX BINGO		Counseling Center
18	BE A LEARNER: Assignment Notebooks		Counseling Center
25	WEB LEADERS: Our School is a Place Where...		WEB (Where Everybody Belongs) LEADERS
Oct. 2	TREAT OTHERS WITH RESPECT: Bullyproofing Lesson #1		Counseling Center
9	TREAT OTHERS WITH RESPECT: Bullyproofing Lesson #2		Counseling Center
16	TREAT OTHERS WITH RESPECT: Bullyproofing Lesson #3		Counseling Center
23	TREAT OTHERS WITH RESPECT: Bullyproofing Lesson #4		Counseling Center
30	TREAT OTHERS WITH RESPECT: Bullyproofing Lesson #5		Counseling Center
SECOND QUARTER			
Nov. 6	WEB LESSON: BE A LEARNER		WEB (Where Everybody Belongs) LEADERS
Nov. 12 MONDAY	BE RESPECTFUL: NATIONAL MIX IT UP AT LUNCH DAY.		Health and Nutrition
20	BE SAFE: Common Areas Review		Common Area Committee
27	MATRIX BINGO		Counseling Center
Dec. 4	BE RESPONSIBLE: World Hunger/Food Drive		Counseling Center/Student Council
11	BE RESPECTFUL: Gossip and Rumors		Counseling Center
18	BE YOUR BEST: CHRISTMAS DOOR DECORATING CONTEST		Student Council
Jan. 8	WEB LESSON: BE RESPECTFUL--INDIAN ED FOR ALL		WEB (Where Everybody Belongs) LEADERS
15	BE A LEARNER: INDIAN ED FOR ALL		Indian Ed for All Coordinator



Planned/completed
prior to start of
school year

BOB LESSONS

✓ Kid and Teacher Friendly

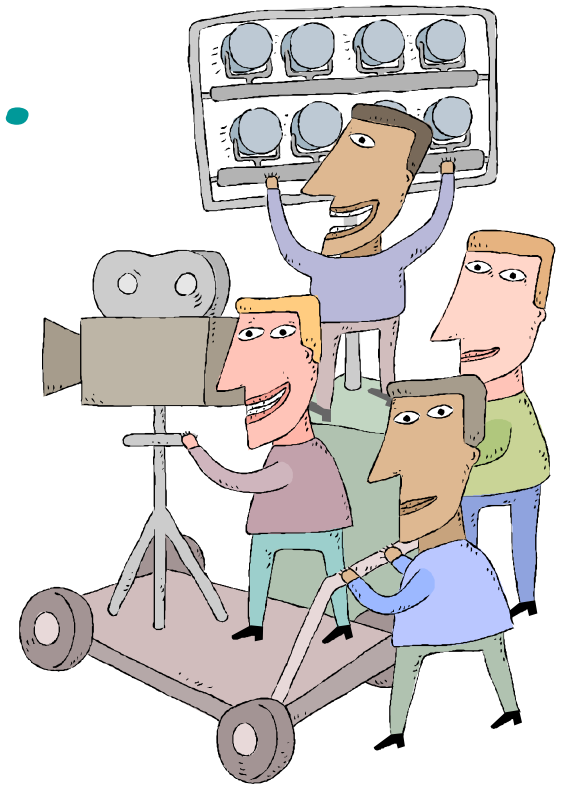
- Start-up Activities
- Scheduled Reviews
- Behavior Focused



Using Video...

THE LUNCH MOVIE

BE SAFE
BE RESPONSIBLE
BE RESPECTFUL
BE A LEARNER

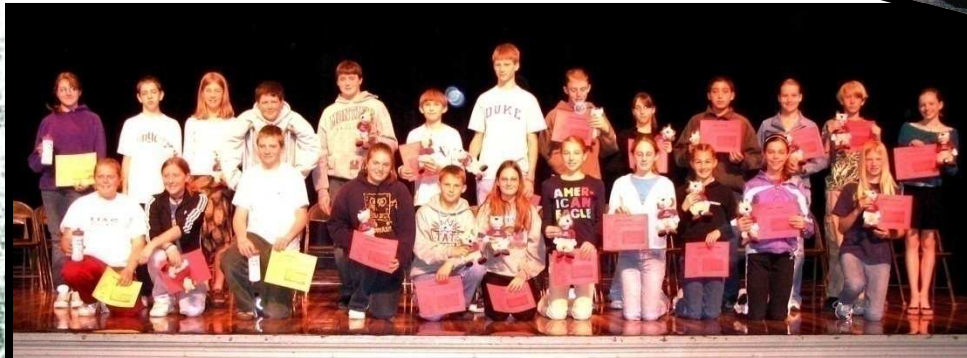


RECOGNIZING AND REINFORCING POSITIVE BEHAVIOR



✓ **BOB PAK**
(Positive
Action
Kids)

✓ **BOBCAT Bonus Tickets**
School-Wide and in the
BOBCAT Café



RANGE OF CONSEQUENCES

GAINING SKILLS...

BUILDING RELATIONSHIPS...

✓ ALTERNATIVE LUNCH



✓ COMMUNITY SERVICE



"MONTANA-IZING"

EXPANDING SCHOOL-WIDE POSITIVE SUPPORT



LINKING NUTRITION TO LEARNING

- ✓ Classroom "Healthy Snack" time and hydration



- ✓ Wellness Activities
 - Moving Mondays
 - Walking Wednesdays
 - Fitness Fridays



- ✓ BOBCAT Café
 - Atmosphere changes
 - Menu changes





40 Developmental Assets



EXTERNAL ASSETS

INTERNAL ASSETS

Support

Family support
Positive family communication
Other adult relationships
Caring neighborhood
Caring school climate
Parent involvement in schooling

Commitment to Learning

Achievement motivation
School engagement
Homework
Bonding to school
Reading for pleasure

Empowerment

Community values youth
Youth as resources
Service to others
Safety

Positive Values

Caring
Equality and social justice
Integrity
Honesty
Responsibility
Restraint

Boundaries and Expectations

Family boundaries
School boundaries
Neighborhood boundaries
Adult role models
Positive peer influence

Social Competencies

Planning and decision making
Interpersonal competence
Cultural competence
Resistance skills

Constructive Use of Time

High expectations
Creative activities
Youth programs
Religious community
Time at home

Positive Identity

Peaceful conflict resolution
Personal power
Self-esteem
Sense of purpose
Positive view of personal future

MOVING UP THE TRIANGLE

ACADEMIC SYSTEMS

INDIVIDUAL INTERVENTIONS

- Assessment-based
- High intensity

5%

TARGETED GROUP INTERVENTIONS

- Some students (at-risk)
- High efficiency
- Rapid response

15%

UNIVERSAL INTERVENTIONS

- All students
- Preventive, proactive

80%

BEHAVIORAL SYSTEMS

INDIVIDUAL INTERVENTIONS

- Assessment-based
- Intense, durable procedures

5%

TARGETED GROUP INTERVENTIONS

- Some students (at-risk)
- High efficiency
- Rapid response

15%

UNIVERSAL INTERVENTIONS

- All students, all settings
- Preventive, proactive

80%

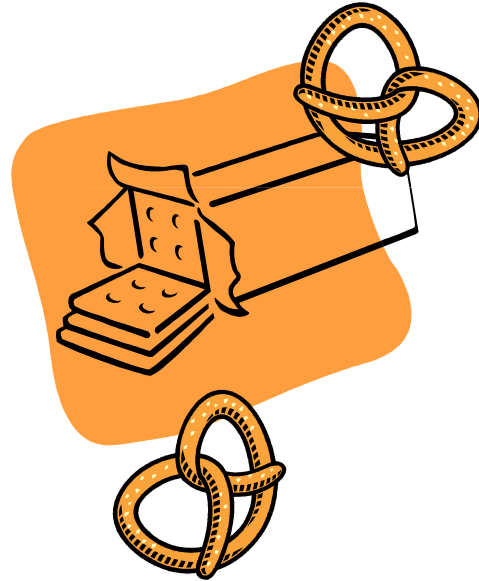
TARGETED GROUPS

✓ NEWCOMER'S CLUB

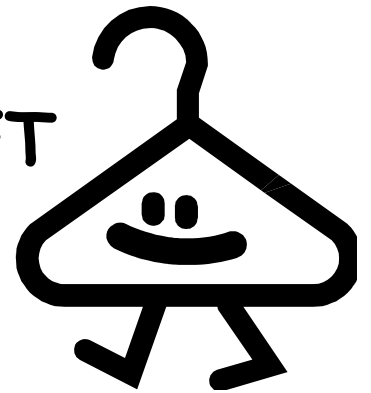


TARGETED GROUPS


✓ BOB's PANTRY



✓ BOB's CLOSET



CREATING CONSISTENCY



BE SAFE **BE RESPONSIBLE** **BE RESPECTFUL** **BE A LEARNER**

Grade _____

BOB'S NEIGHBORHOOD ASSISTANCE PLAN FOR _____

STUDENT'S STRENGTHS AND AREAS OF CONCERN	
GOALS:	
THE STUDENT WILL:	
THE PARENT/S WILL:	
THE HMS COMMUNITY WILL:	
EVALUATION PROCESS:	
SIGNATURES: DATE	

BOB

✓ Connecting the universals to:
Assistance
Plans, IEP's,
Behavior Point
Sheets

COMMUNITY PROCESS

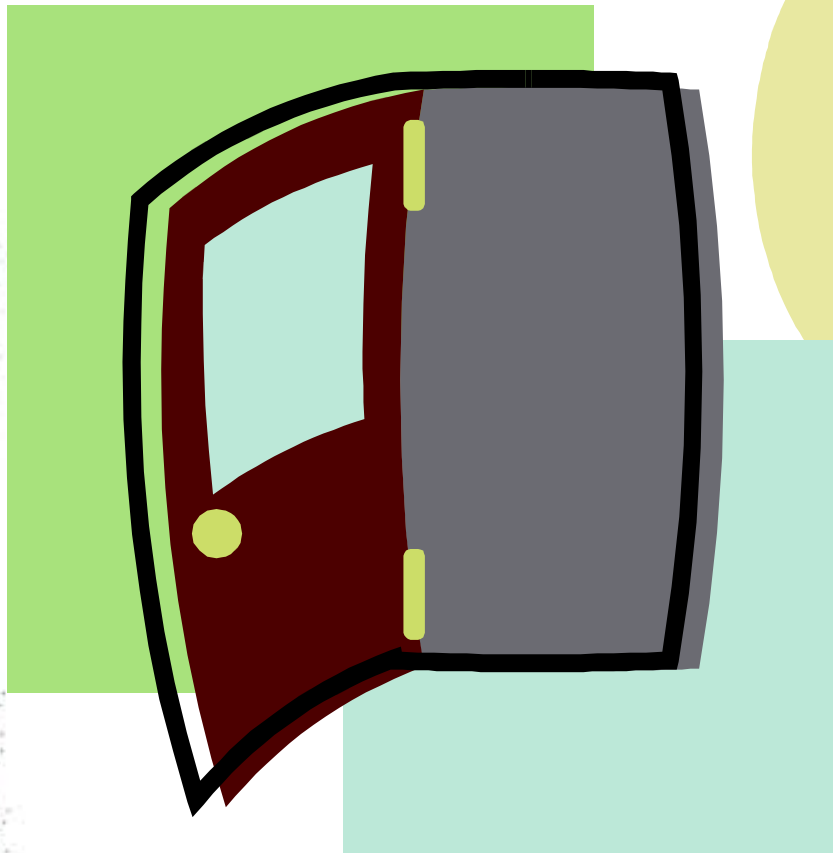


It takes a village
to raise a child...



INVOLVING THE COMMUNITY

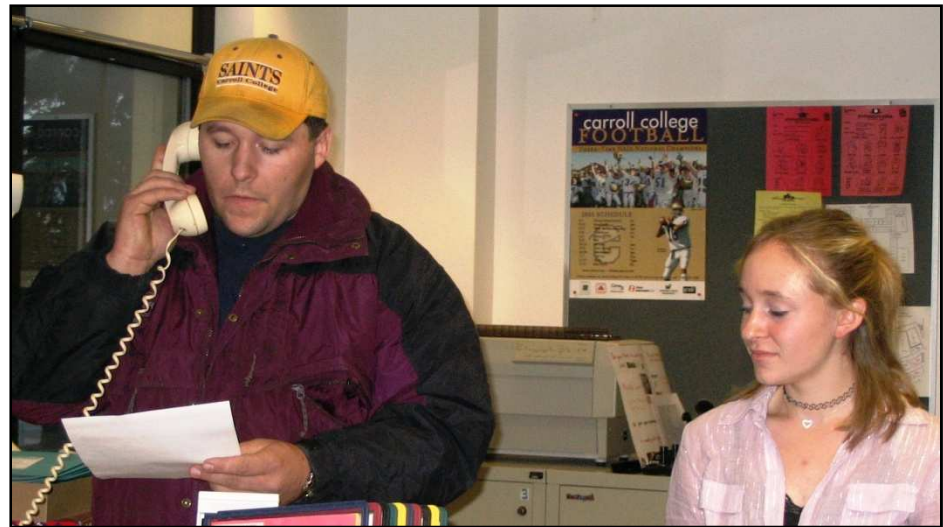
✓ OPEN DOORS



✓ GREETERS
PROGRAM

INVITING "GUESTS"...

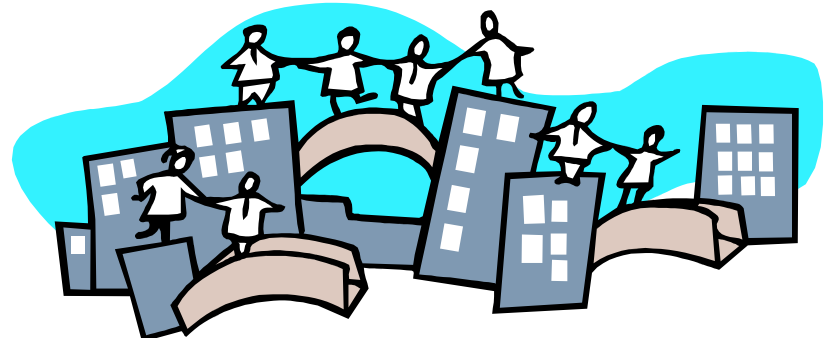
PROJECT WISDOM



"Teachers open the door,
but you must enter by
yourself."



SERVING THE COMMUNITY

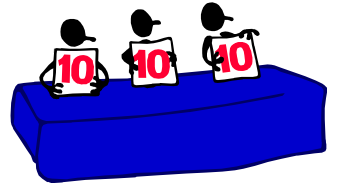


✓ COMMUNITY OUTREACH

- Once a month
- Outside school hours
- Students and staff volunteer
- Community service projects
 - Raking leaves
 - Coat drive
 - Window painting/caroling
 - Valentines to group homes
 - "Pot-Luck" Picnic
 - Students vs. Faculty Basketball Game



EVALUATION PROCESS



So...is it working...
and can we prove it?



SHOW ME
THE DATA !!!



DATA



NOT: "GOOD" or "BAD"

SIMPLY INFORMATION

- ✓ School data collection system is in place
- ✓ Data is summarized and reviewed frequently
- ✓ Data is shared with staff on a regular basis in a useable format
- ✓ Data is used for goal setting and evaluation

**I FEEL
WELCOME
AT MY
CHILD'S
SCHOOL.**

**95.3% OF PARENTS
SURVEYED AGREE OR
STRONGLY AGREE**



**I FEEL
WELCOME
AT MY
CHILD'S
SCHOOL.**

PARENTS SAY...

**MY
CHILD IS
SAFE AT
SCHOOL**

**85.9% AGREE or
STRONGLY AGREE
10.9 % ARE NEUTRAL**

**TEACHERS
TREAT
STUDENTS
WITH
RESPECT**

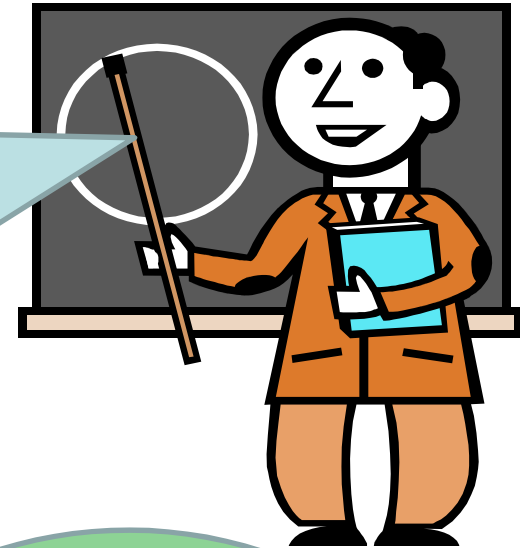
**95.5% AGREE or
STRONGLY AGREE**



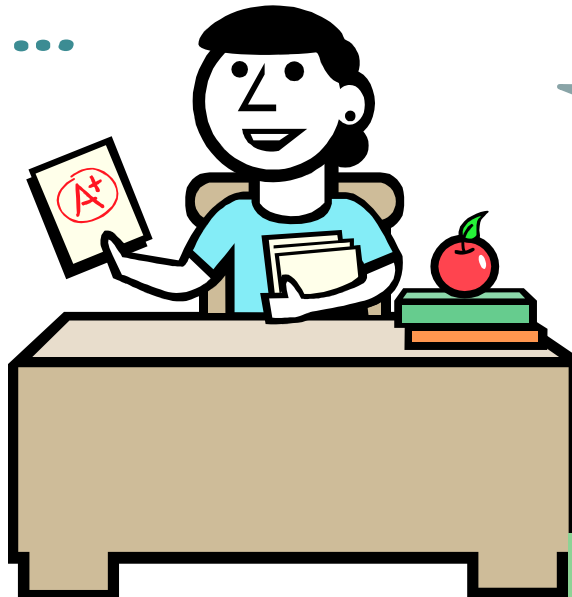
**PARENTS
SAY...**

90.7% AGREE OR
STRONGLY AGREE

I BELIEVE THAT
STUDENT
ACHIEVEMENT
CAN INCREASE BY
PROVIDING A
THREAT-FREE
ENVIRONMENT.



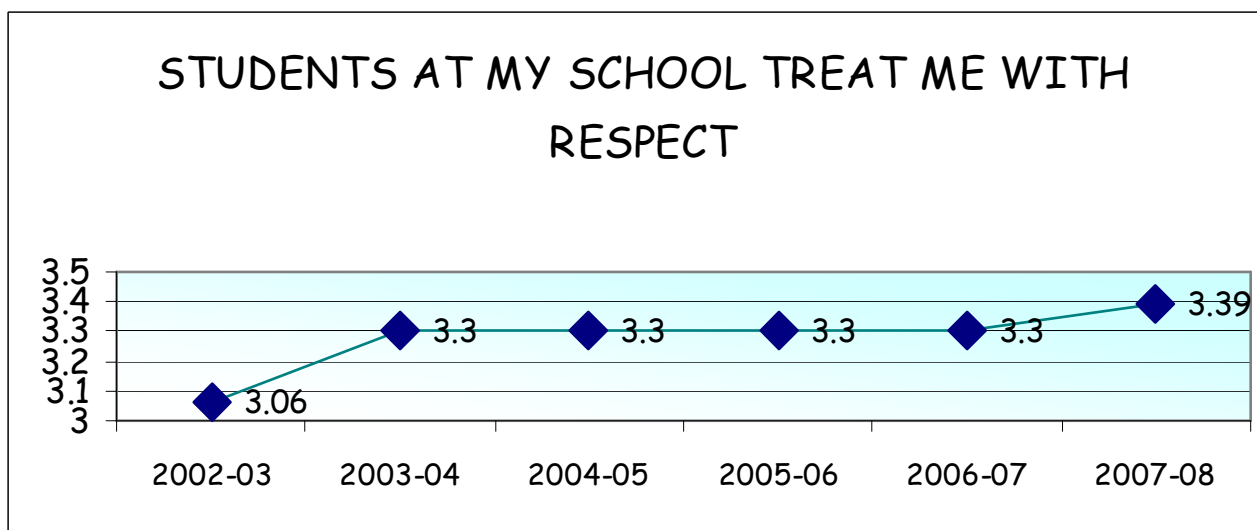
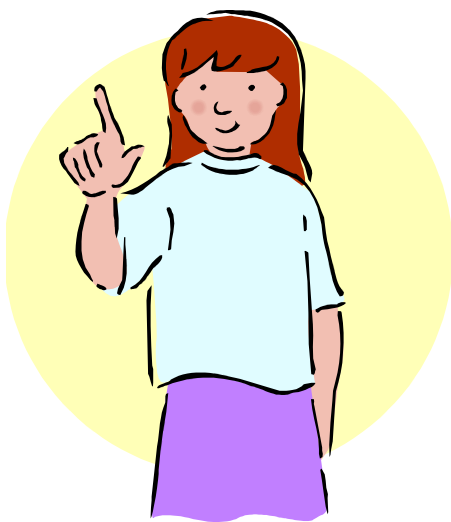
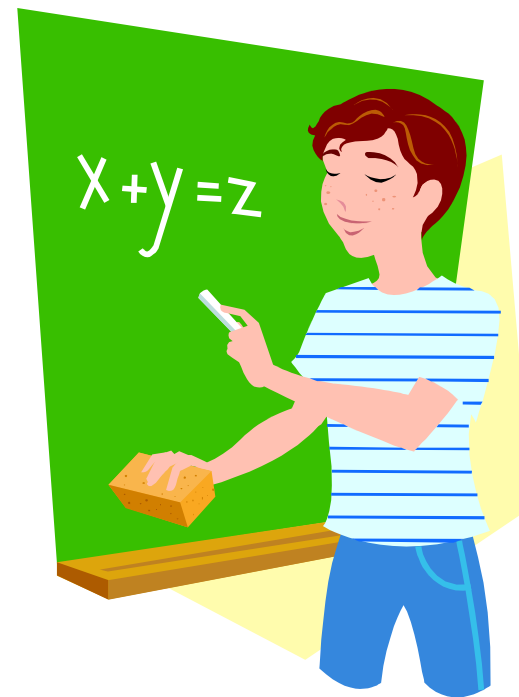
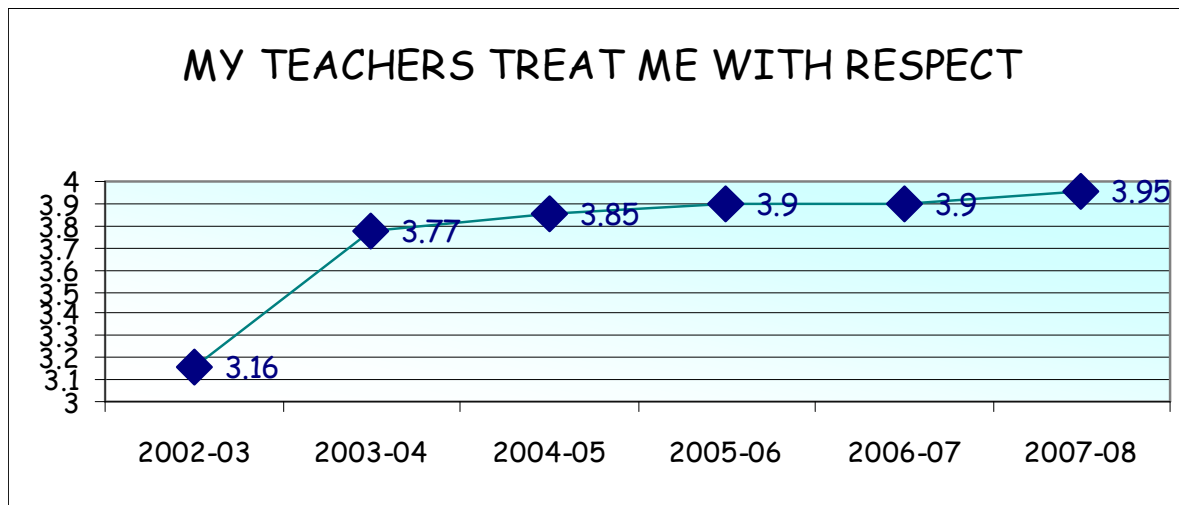
EDUCATORS
SAY...



I BELIEVE THAT
STUDENT
ACHIEVEMENT
CAN INCREASE BY
CLOSE PERSONAL
RELATIONSHIPS
BETWEEN
STUDENTS AND
TEACHERS .

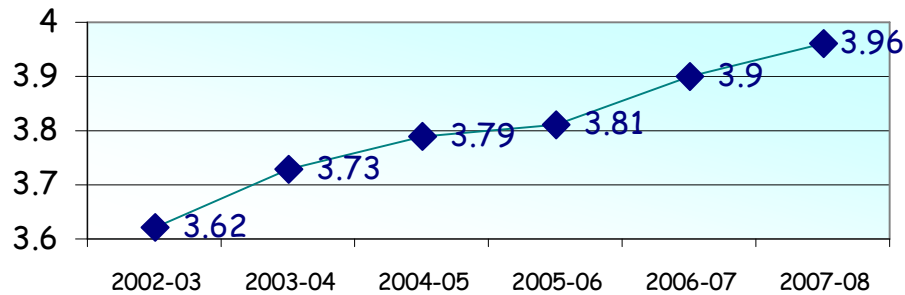
92.7% AGREE OR
STRONGLY AGREE

STUDENTS SAY...

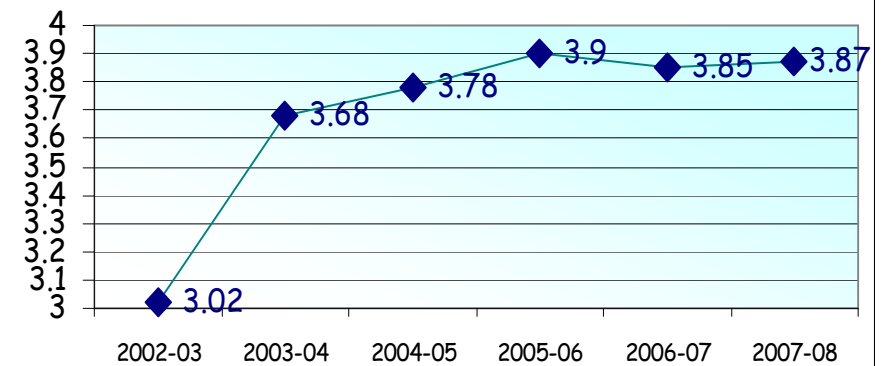


STUDENTS SAY...

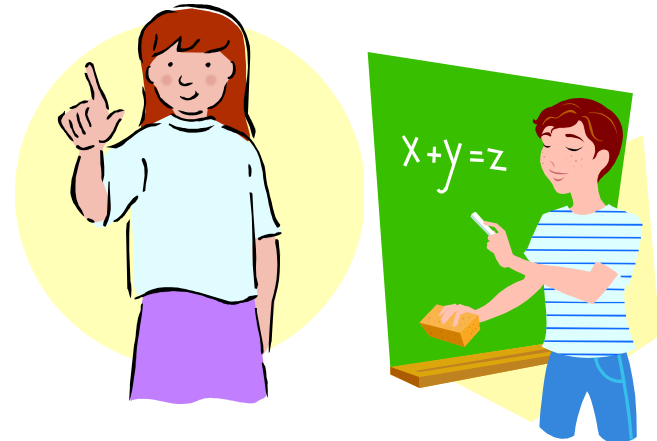
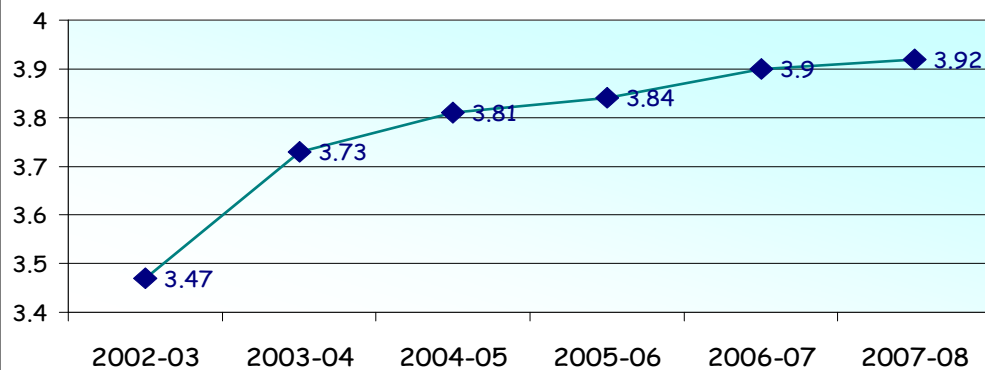
WHEN I AM AT SCHOOL,
I FEEL I BELONG



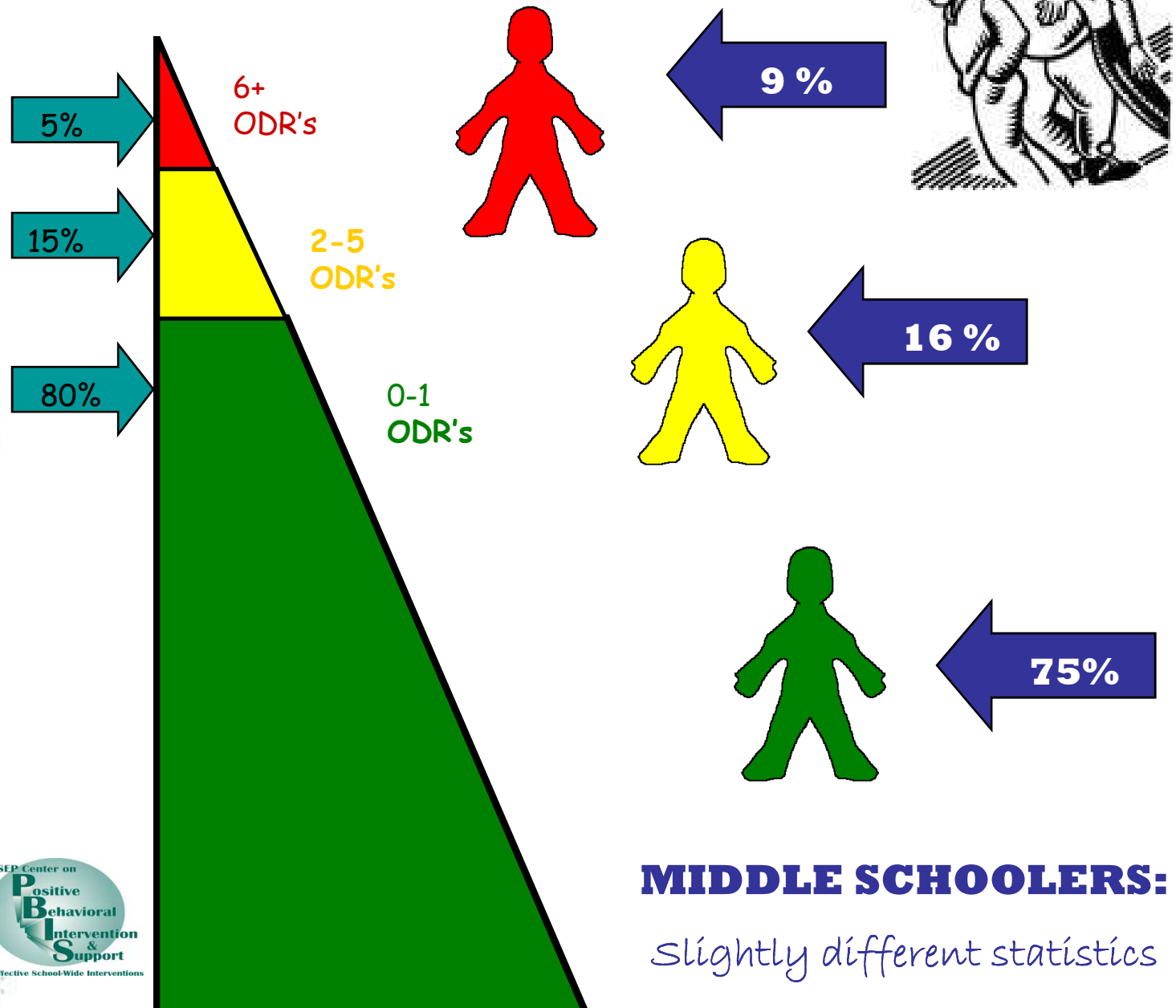
MY TEACHERS CARE ABOUT ME



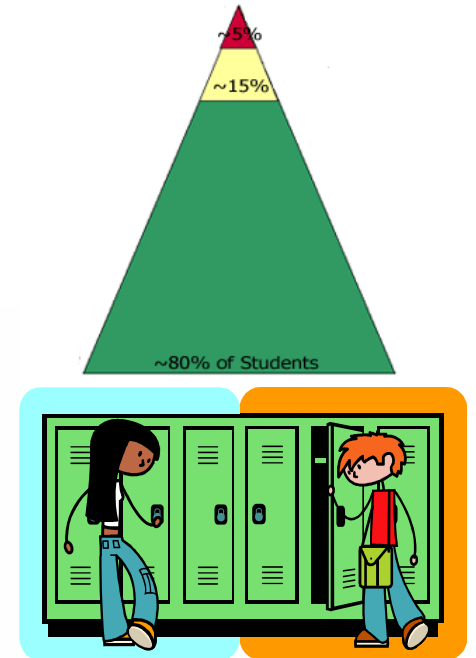
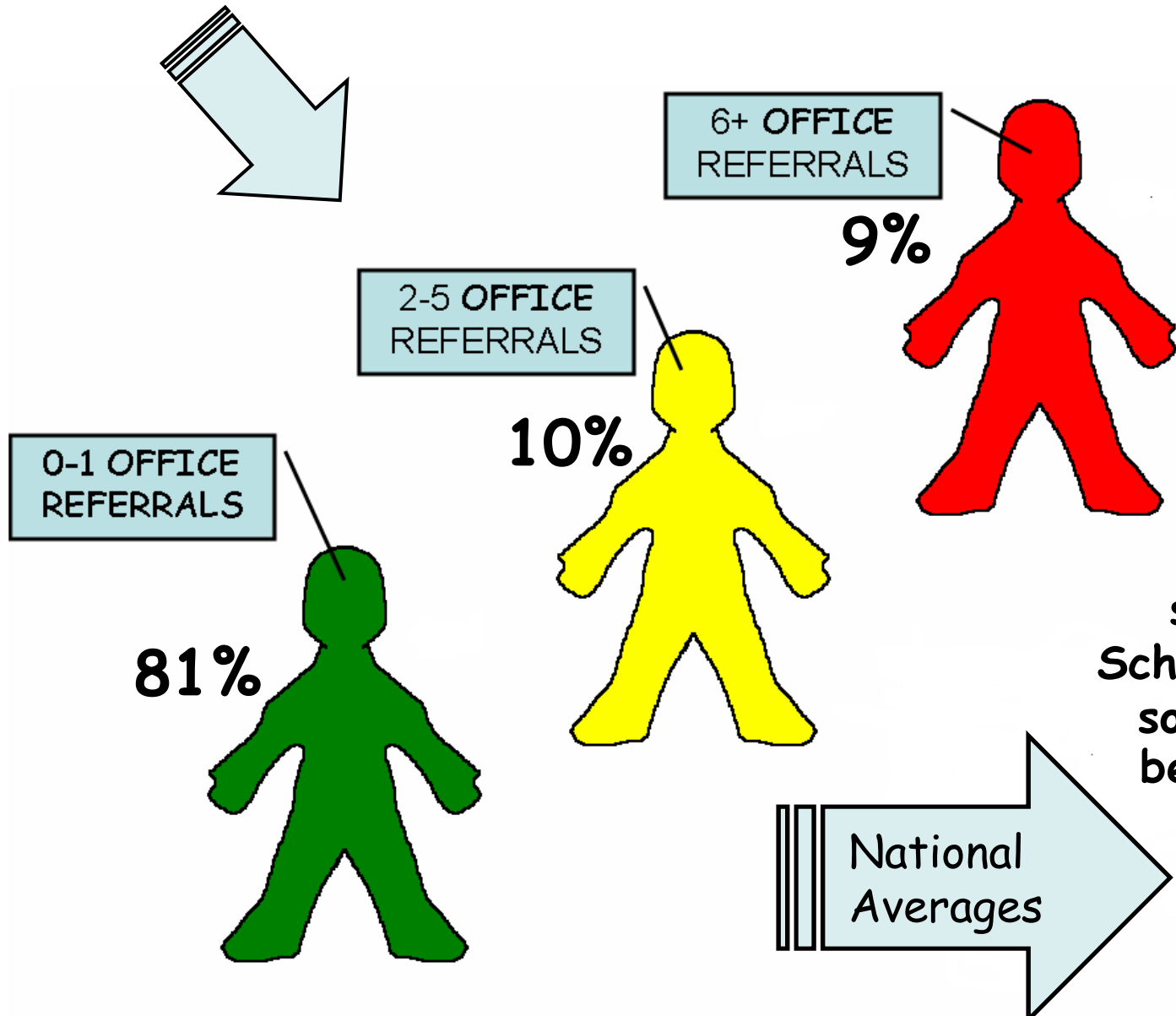
WHEN I AM AT SCHOOL I AM SAFE



REMEMBER THE TRIANGLE?

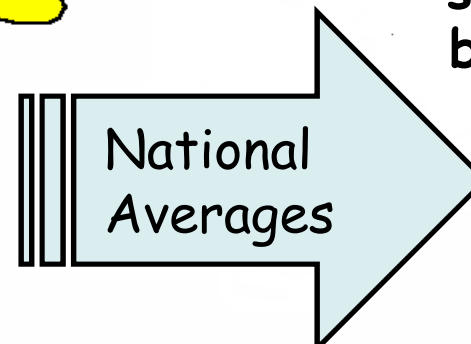


HMS'S STUDENTS



Due to the developmental stages of their students, Middle Schools in general have somewhat different behavior statistics:

9% RED
16% YELLOW
75% GREEN



HMS STUDENTS

6+ OFFICE
REFERRALS

9%

2-5 OFFICE
REFERRALS

10%

0-1 OFFICE
REFERRALS

81%

567 STUDENTS

79 with 1 referral

-11 Identified SpEd

**488
STUDENTS
or
70% with
NO
REFERRALS**



-49 Identified
SpEd



69 STUDENTS

-28 sixth graders

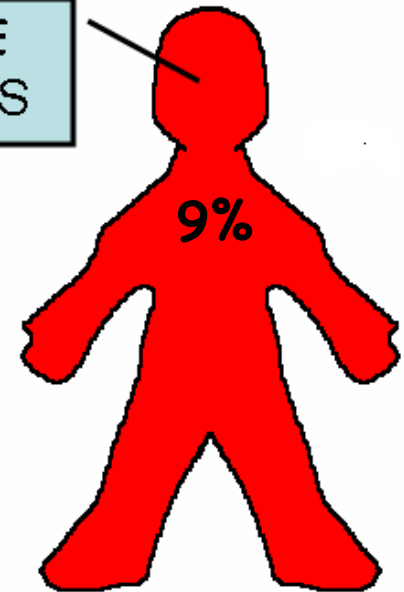
-21 seventh graders

-20 eighth graders

-23 girls, 46 boys

-15 Identified SpEd

-3 with CSCT Services



66 STUDENTS

-14 sixth graders

-20 seventh graders

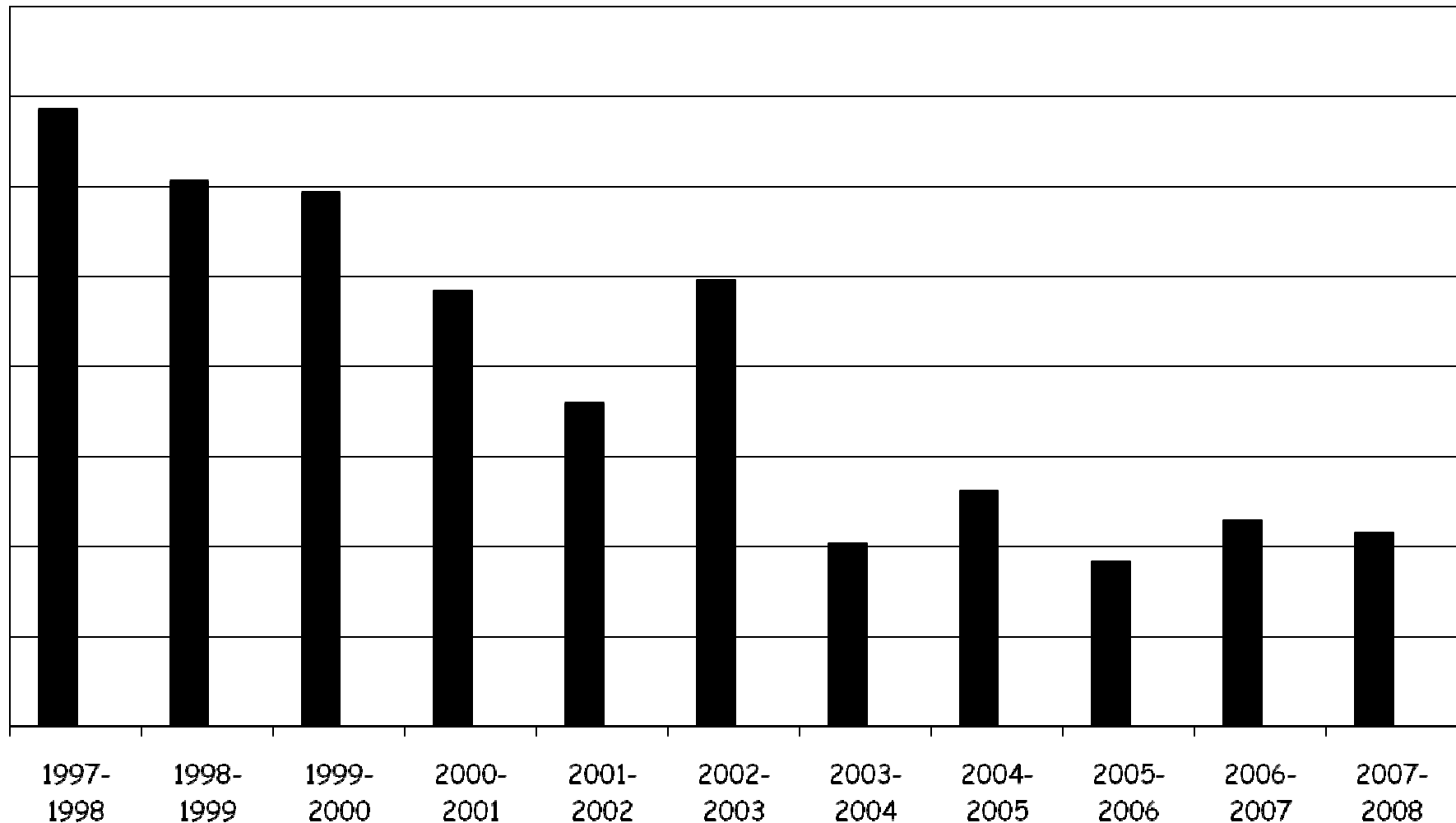
-32 eighth graders

-6 girls, 60 boys

-22 Identified SpEd

-11 with CSCT Services

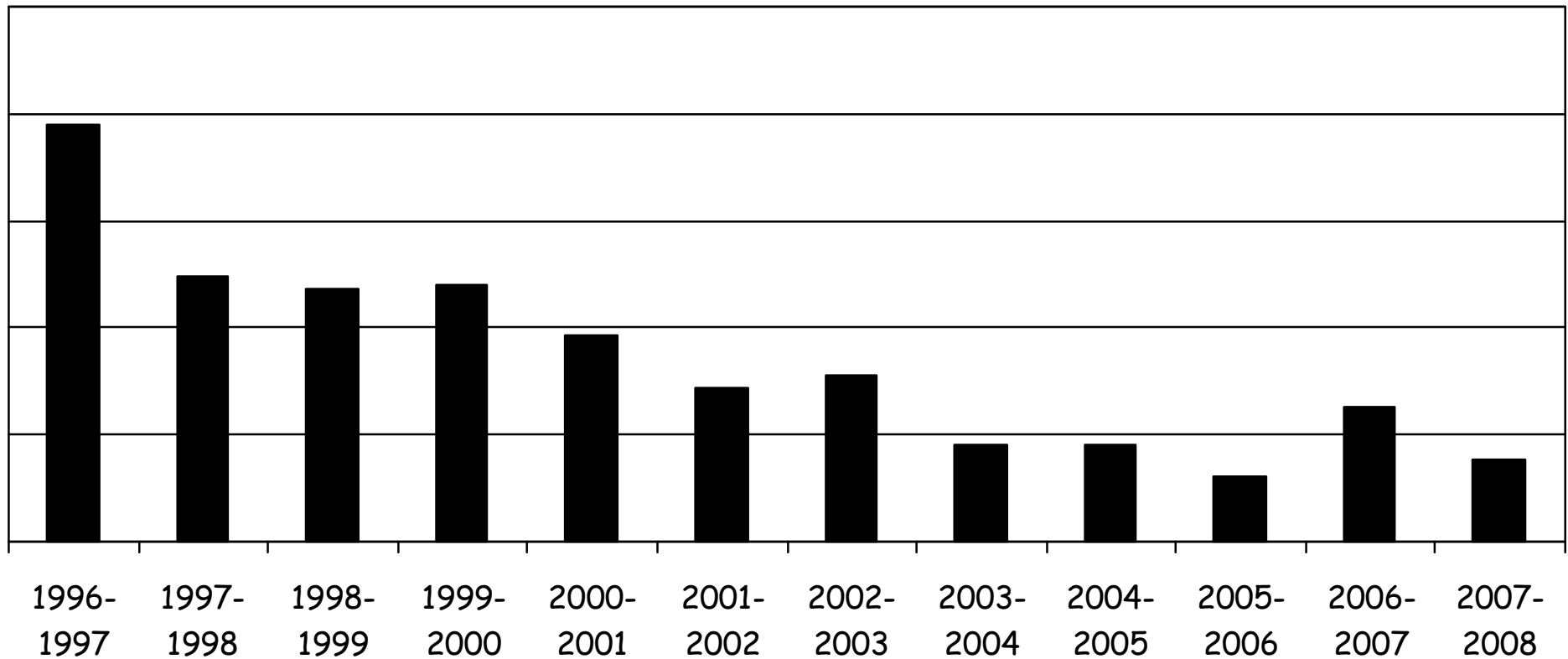
HMS TOTAL ODR'S (Office Discipline Referrals)



HALLWAY BEHAVIOR: OUR VERY FIRST TARGET



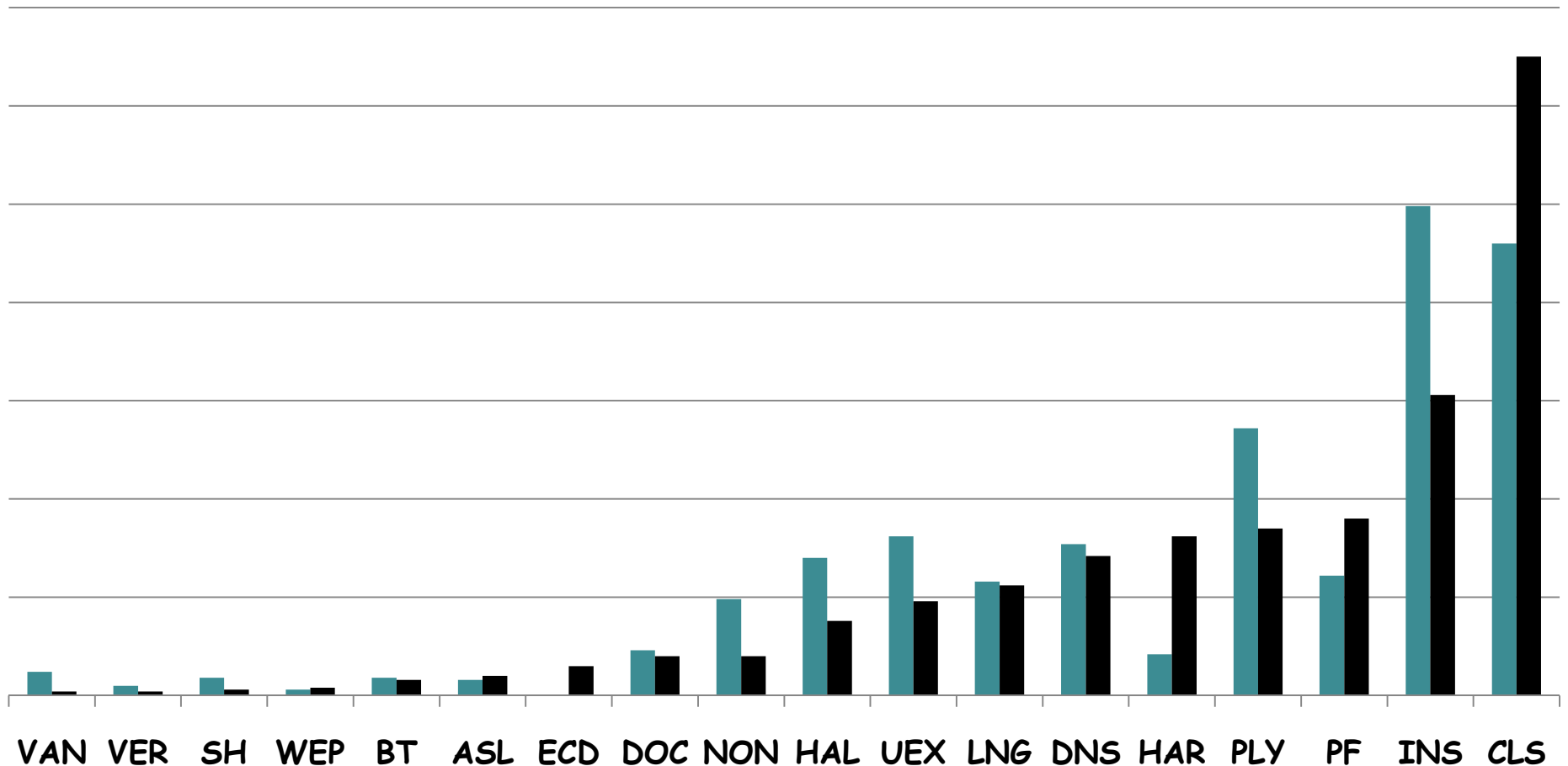
HMS HALLWAY REFERRALS



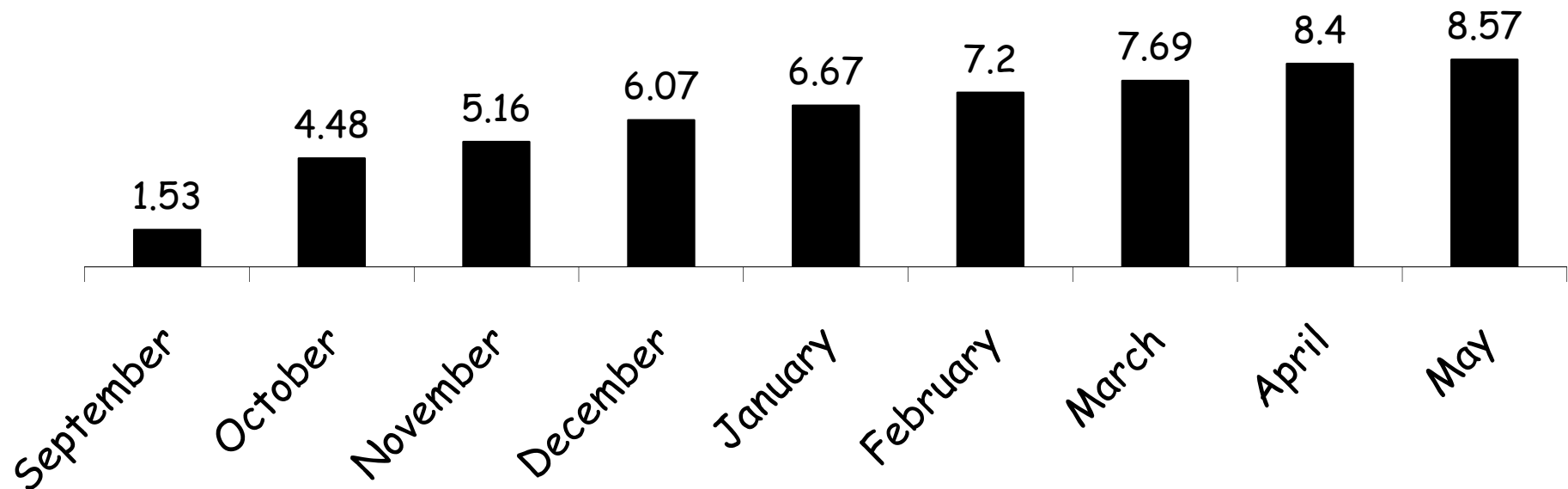
HMS ODR'S BY PROBLEM BEHAVIORS



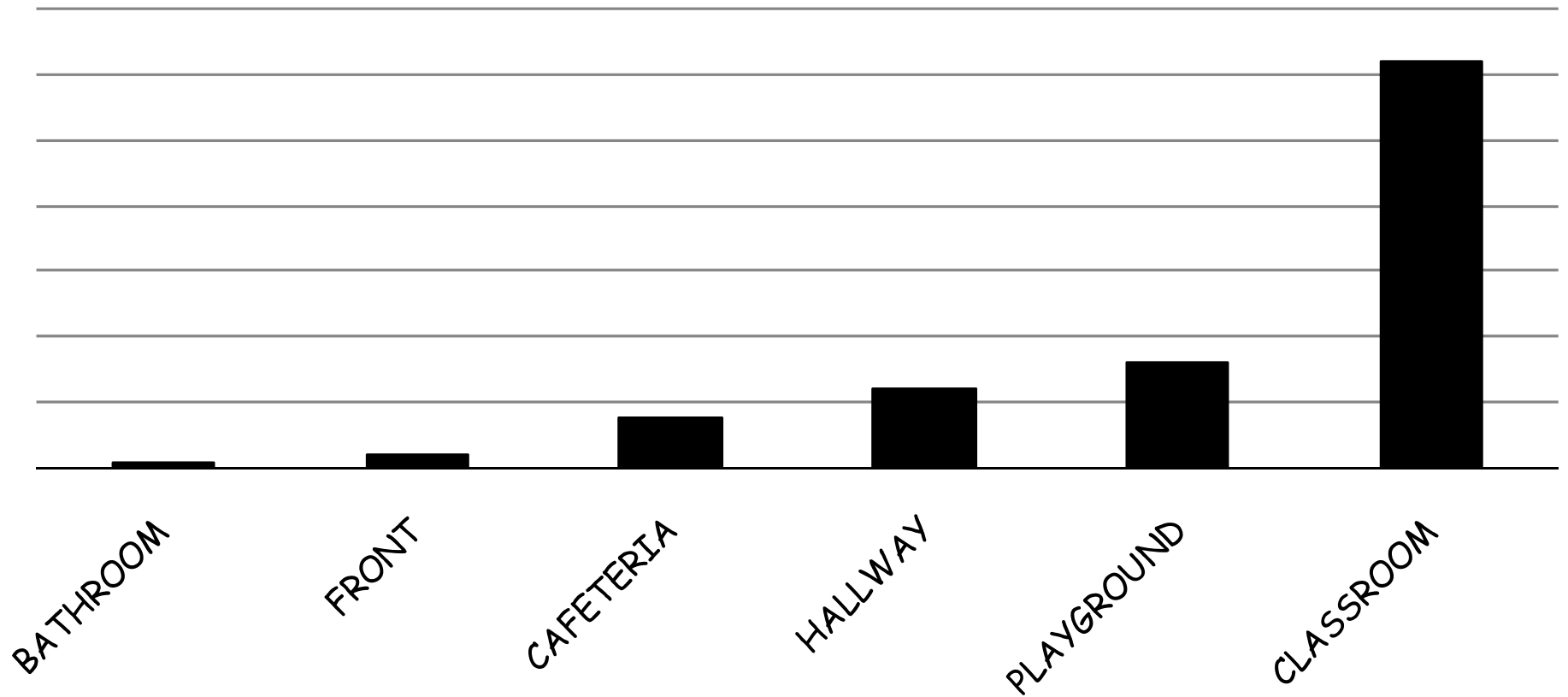
■ 2006-07 ■ 2007-08



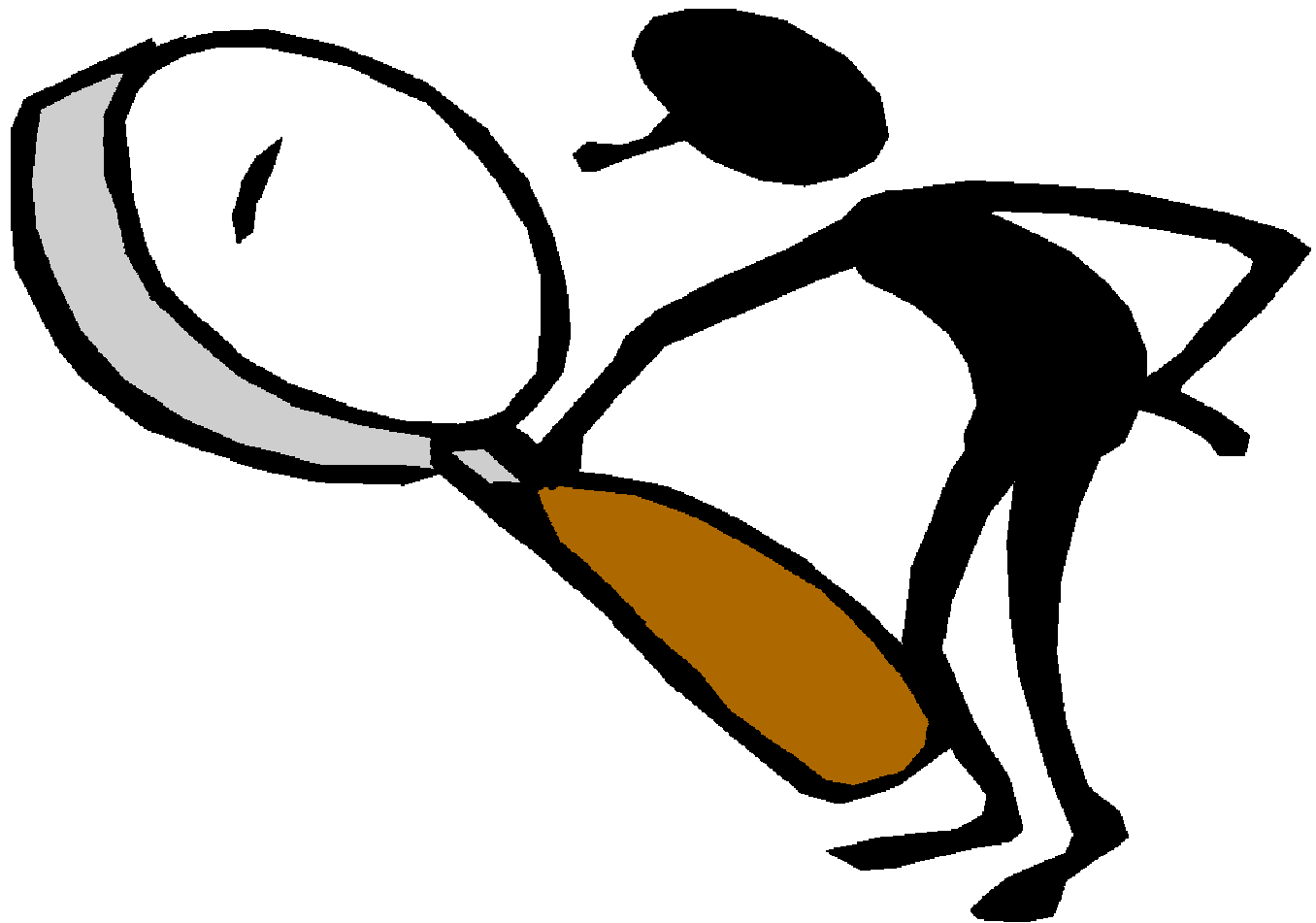
HMS ODR'S BY AVERAGE PER DAY PER MONTH



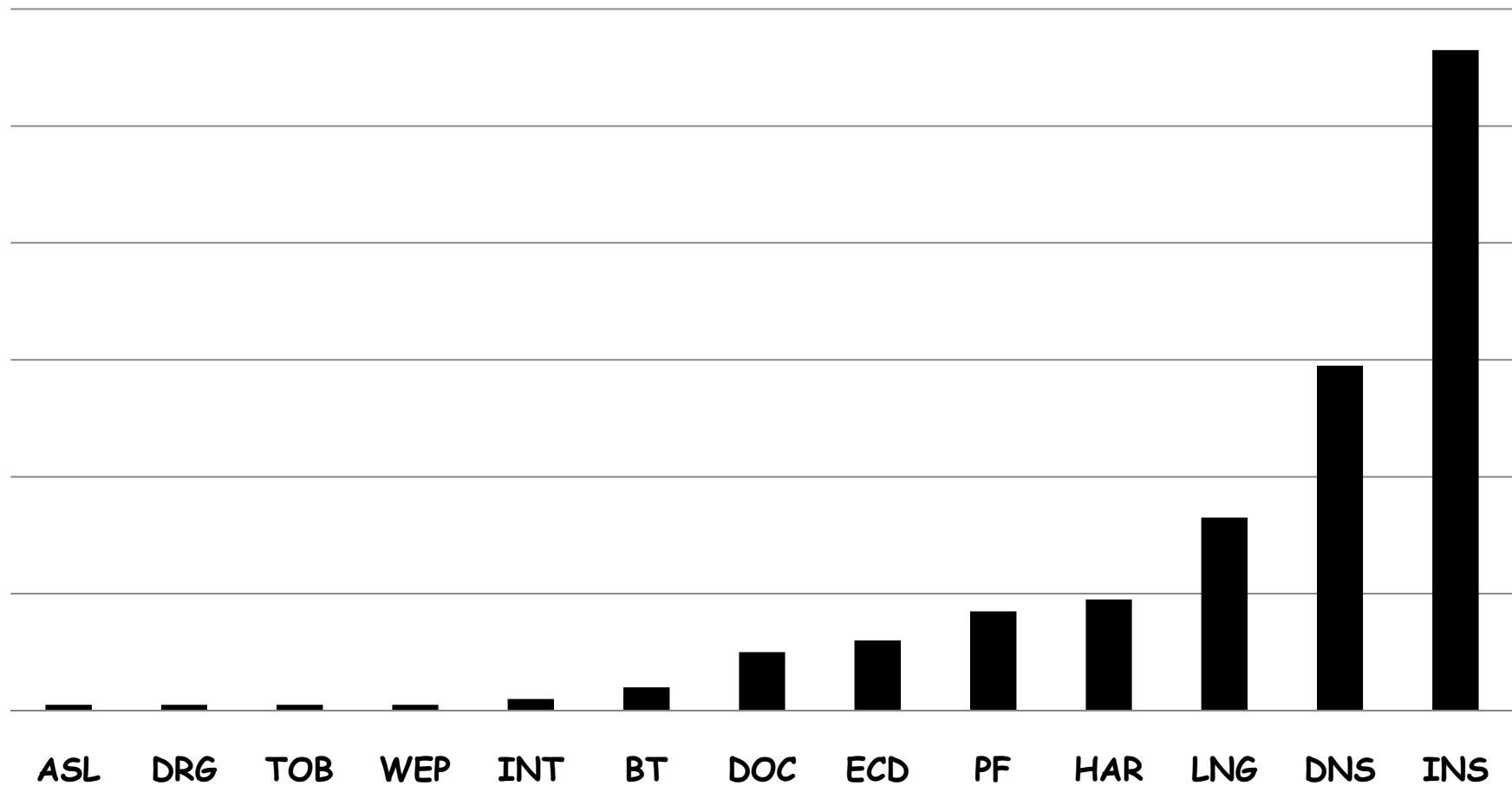
HMS ODR'S BY LOCATION



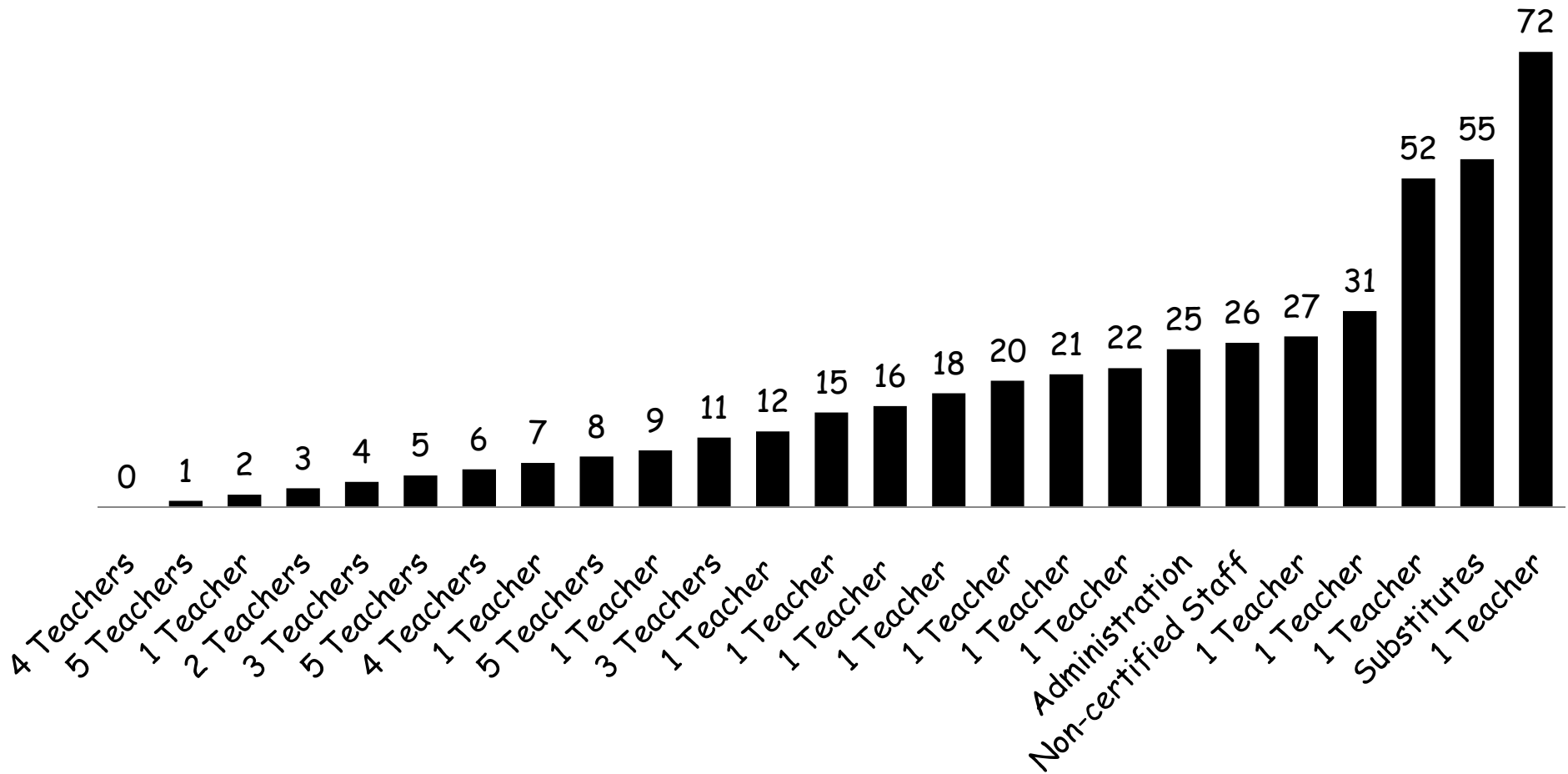
LOOKING MORE
CLOSELY...



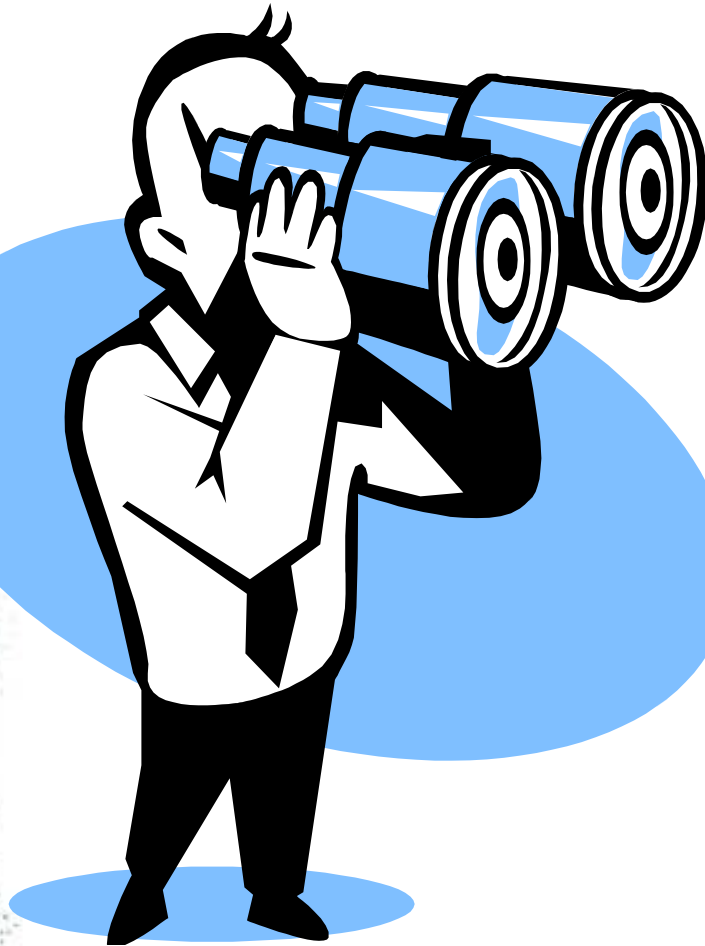
BEHAVIORS FROM THE CLASSROOM



ODR'S FROM THE CLASSROOM



SO WHAT?



□ TAKE A STEP
BACK TO
FOCUS ON
THE
"BIG
PICTURE"

REMEMBER... IT'S A PROCESS

Continuous
Evaluation
Often
Calls For
CHANGE



WHAT'S THE OBJECTIVE?



What do
we want
to
happen?

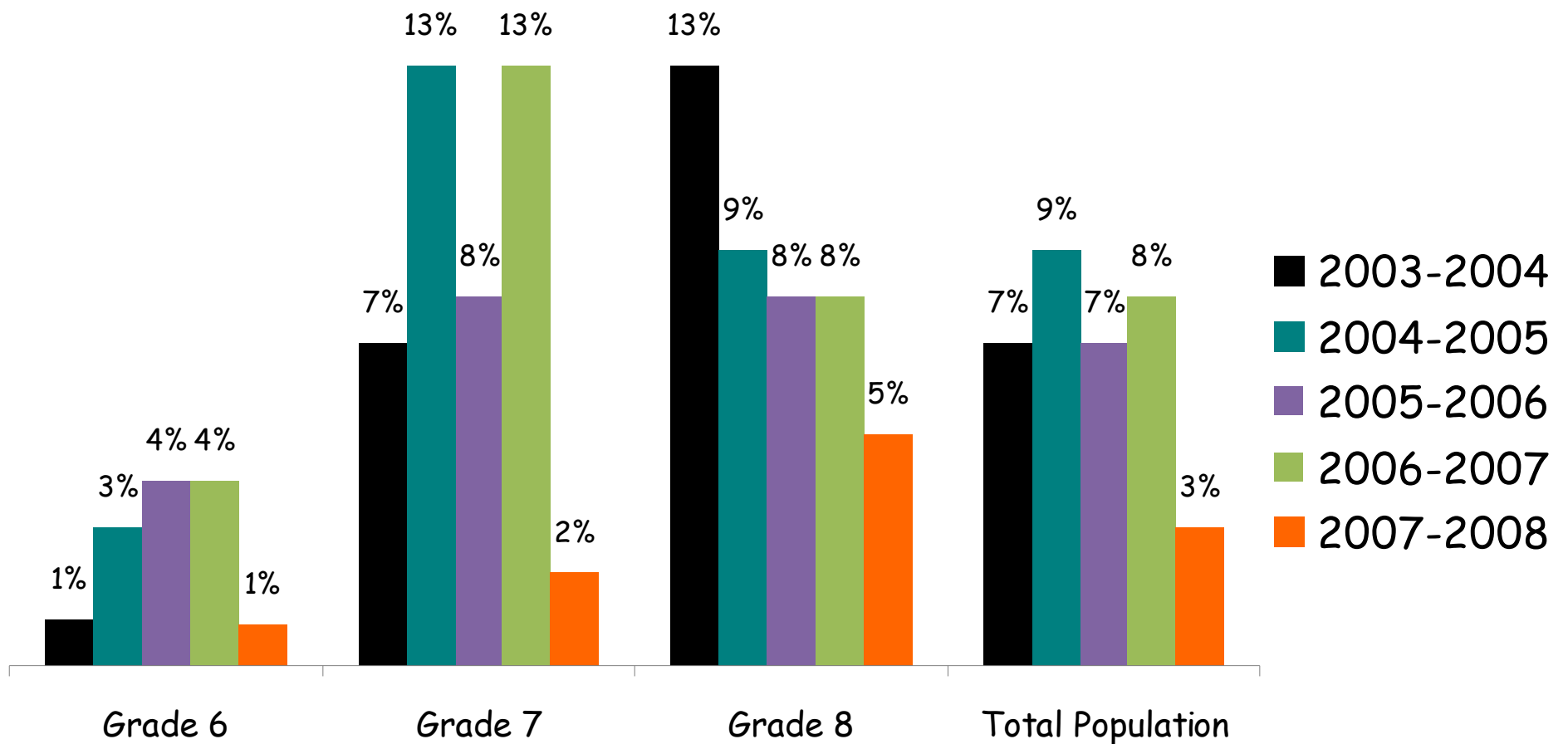
CREATING SCHOOLS WHERE...

- ❑ STUDENTS **WANT** TO BE
- ❑ TEACHERS CAN FOCUS ON **TEACHING**
- ❑ STUDENTS CAN FOCUS ON **LEARNING**

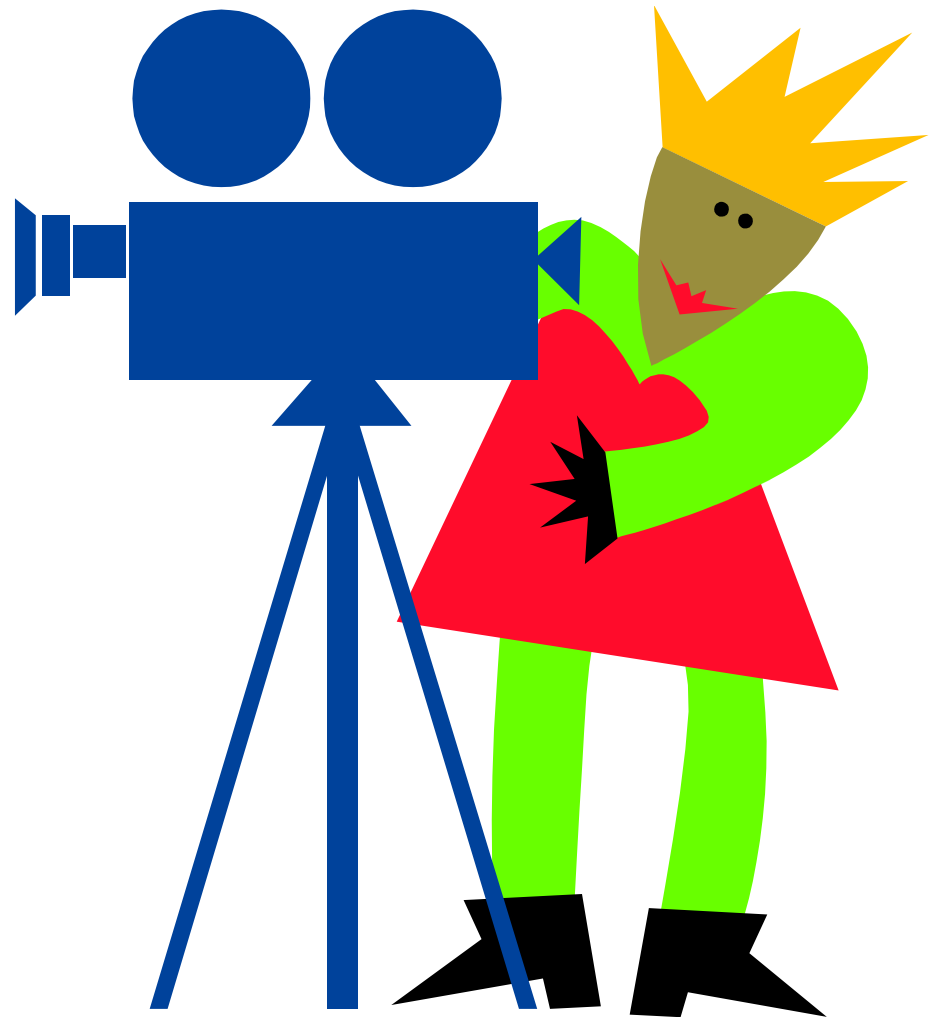


BE A LEARNER...

HMS STUDENTS CONSIDERED FOR RETENTION



THE ANNUAL "BOB MOVIE"



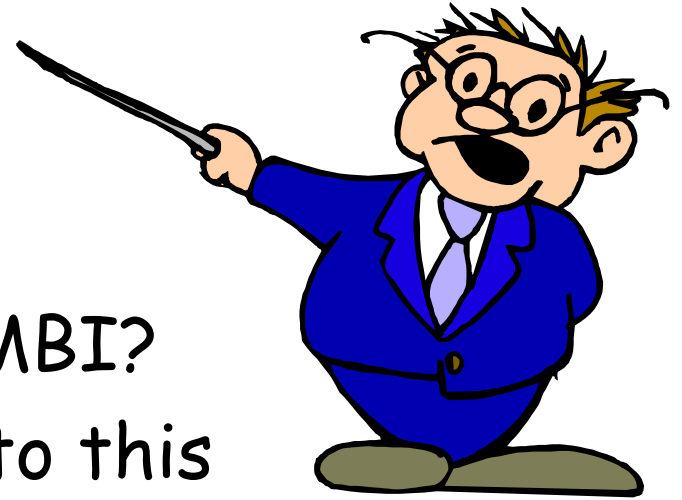


SO DID WE...

Help you to understand MBI?

Motivate you to commit to this philosophy and direction?

Challenge you to implement this process in your educational setting?



DO YOU WANT TO BE AN MBI SCHOOL?

HOW TO BE AN MBI SCHOOL:

✓ TEAMING

- Form a representative team—including an **administrator**

✓ TRAINING

- Make a **commitment** to attend regional team trainings
- Select an **facilitator** for additional training

✓ PROACTIVE SUPPORT STRATEGIES

- **Implement** school-wide positive behavior support strategies using the **MBI Blueprint**

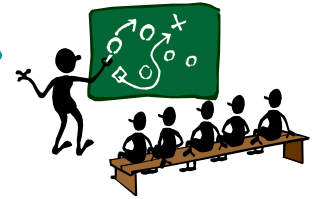
✓ EVALUATION

- Establish a **data collection system** and use **data-based decision** making to determine goals and to and evaluate their effectiveness
- Participate **in school-wide evaluation** processes

✓ COMMUNITY

- Promote **community awareness** of MBI activities at your school site

CURRENTLY ACCEPTING APPLICATIONS



Training during the school year will be held in the five CSPD regions in order to make it accessible for all those interested.

Team trainings have been scheduled for the following dates:

- ❑ September 22-23, 2008: Glendive and Polson
- ❑ September 29-30, 2008: Great Falls
- ❑ October 6-7, 2008: Billings and Butte

After team training, each school will identify MBI team facilitators who will receive additional training in Helena on November 17, 2008.

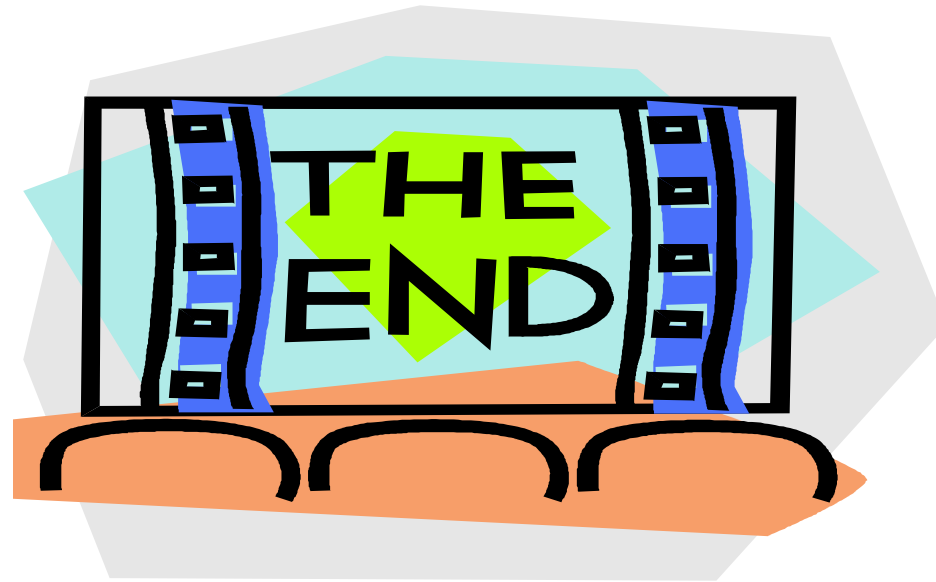


ALWAYS REMEMBER THIS:



It's not just about
BEHAVIOR...

It's about creating an
environment that is
essential for student
LEARNING.



THANKS FOR
BEING HERE...
ENJOY THE REST
OF THE WEEK

